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ABSTRACT

THE PRINCIPAL AIMS OF THE CONFERENCE WERE TO ANALYZE THE EXPERIENCE GAINED DURING THE PAST 10 YEARS IN EDUCATIONAL PLANNING AND DEVELOPMENT; TO EVALUATE MAIN PROBLEMS AND FUTURE TRENDS; TO SUGGEST WAYS OF IMPROVING EDUCATIONAL PLANNING; AND TO DEVISE STRATEGIES FOR EXTENDING AND IMPROVING EDUCATION IN ALL MEMBER STATES. FOUR MAJOR IDEAS EMERGED FROM THE DISCUSSIONS: (1) A CONCEPT OF GLOBAL DEVELOPMENT THAT RECOGNIZES ECONOMIC, SOCIAL, CULTURAL, MORAL, AND HUMAN ASPECTS; (2) THE BEGINNINGS OF A STRATEGY FOR EDUCATIONAL PROGRESS THAT IS CONCERNED WITH LIFE-LONG EDUCATION AND WITH WORLDWIDE DEVELOPMENT; (3) A GUIDELINE FOR EDUCATIONAL PLANNING THAT EMPHASIZES THE NEED TO REFORM THE CONTENT, METHODS, AND STRUCTURES OF EDUCATION AS WELL AS THE NEED FOR EXPANSION; AND (4) A NUMBER OF LESSONS FOR UNESCO ON SPECIFIC NEEDS FOR RESEARCH AND TRAINING IN THE FIELD OF EDUCATIONAL PLANNING. (AUTHOR/MF)

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Final Report

International Conference on Educational Planning

Paris
6-14 August 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TABLE OF CONTENTS

DECLARATION OF THE CONFERENCE 5

INTRODUCTION 7

CHAPTER I — Analytical examination of trends, problems and needs in the field of educational planning in relation to both educational development and general development 11

CHAPTER II — The different ways of tackling educational planning and its objectives 15

CHAPTER III — Ways and means of implementing educational plans 21

CHAPTER IV — Recommendations of the Conference 27

ANNEXES

- I — List of participants 37
- II — Officers of the Conference 59
- III — Speech of the Director-General at the opening session of the Conference, 6 August 1968 61
- IV — Speech of the President, Mr. P. Kirpal, at the closing session of the Conference, 14 August 1968 67
- V — Speech of the Deputy Director-General at the closing session of the Conference, 14 August 1968 71

DECLARATION OF THE INTERNATIONAL CONFERENCE ON EDUCATIONAL PLANNING

The International Conference on Educational Planning has met and discussed the broad theme of educational planning, keenly aware of the problems facing many of our societies due, frequently, to the fact that educational systems are still maladjusted to the real needs and aspirations of youth.

Given the magnitude and complexity of the problems, and recognizing the limitations which exist in finding adequate solutions to them, the Conference recognizes that planning is the appropriate instrument in the development of education with a view to attaining the objectives of societies and the full flowering of the individual. These objectives must be defined in each country with the largest possible participation of all sectors of society.

The measures to improve education must not only be concerned with present situations in our societies, but must also attempt to foresee future transformations. In this way, perspective studies will help design an educational system which will not simply be a continuation and an extension of the existing one.

For all these reasons, international co-operation must be increased in order to treat effectively specific problems in countries, at whatever stage of development, on the national and regional level, to promote the development of education and economic and social progress, safeguarding at the same time the values of cultural heritage and thus achieving the spiritual and moral development which is inherent in human dignity and essential to peace.

The Conference appeals to Unesco to do everything possible to help the speedy implementation of the recommendations and suggestions made in our report.

INTRODUCTION

1. BACKGROUND

The International Conference on Educational Planning, which was held in Paris from 6 to 14 August 1968, was convened by the United Nations Educational, Scientific and Cultural Organization in accordance with decision 77 EX/36, adopted by the Executive Board and pursuant to resolution 1.21 of the General Conference of Unesco at its fourteenth session. The principal aims of the Conference were to make an analysis of the experience gained during the past ten years in educational planning and development; evaluate main problems and trends that may occur in educational planning during the coming years, and suggest ways of improving educational planning and devising strategies for extending and improving education in all Member States.

The Agenda of the Conference included the following items:

Analytical examination of trends, problems and needs in the field of educational planning in relation to both educational development and general development;

the different ways of tackling educational planning and its objectives; and

ways and means for implementing educational plans.

The International Conference on Educational Planning was the culmination of a number of previous meetings and seminars held for specialists and a series of regional conferences of Ministers of Member States in which the particular problems of educational development in Africa, Latin America, Asia and Europe were discussed.

In preparation for the Conference, a meeting was held in 1967, attended by experts from different countries to advise the Director-General on the provisional agenda, the questionnaire, and the plan of the working document to be prepared by the Secretariat. The questionnaire was forwarded to Member States in August 1967 and 82 replies were received by the Secretariat, 75 of which arrived in time to be used in the preparation of the working document.

Substantial contributions towards the preparation for the Conference were made by the Workshop on Training and Research organized by the International Institute for Educational Planning in July 1967, the annual meeting of directors of Regional Centres for Administration and Educational Planning, which took place in August of the same year, the Working Group of Experts convened in Bangkok in September 1967 which examined means of integrating education in economic and social development, and the meeting of experts of the International Labour Office on the planning of vocational training, held in Geneva in November 1967.

Two seminars organized in preparation for the Conference, under the auspices of Unesco's Participation programme, contributed materially by their respective reports to the preparation of the working document for the Conference, namely the seminar convened by the French National Commission for Unesco, which took place at Banyuls in September 1967, on "Strategies for Educational Planning and their Objectives", and the other convened by the United Kingdom National Commission, which met in London in January 1968, on "Strategies for Implementing Educational Plans".

The working document submitted to the Conference under the title "Educational Planning: A Survey of Problems and Prospects" was, the result of co-operative effort including contributions from Member States and the United Nations Specialized Agencies.

2. PARTICIPATION

Representatives of 94 Member States and 8 intergovernmental organizations and United Nations Specialized Agencies took part in the Conference. Observers from 13 non-governmental organizations in consultative relations with Unesco also attended.

3. OPENING MEETING

The first meeting was held in the morning, 6 August 1968, at Unesco House, Paris. Mr. René Maheu, Director-General of Unesco, opened the Conference with a speech in which he surveyed the past and future of educational planning. After welcoming the participants, the Director-General described the considerable interest aroused throughout the world by the Conference which was the first at international level to deal exclusively with educational planning and which offered an opportunity to sum up past action and enter upon the next stage with renewed vigour.

The Director-General noted the now universal recognition of the need for planning in the field of education, and examined some of the main problems facing educators. The first of these problems is the poor field of many educational systems, resulting from a high wastage rate through drop-outs and repeaters, and from the inadequate relationship and maladjustment which still exist between education and its socio-economic context. If education is to be adapted to a rapidly changing world, the need to introduce far-reaching reforms and innovations is urgent. These must include not only new methods and up-to-date teaching aids, but also a fresh approach to education in general. Educationists should study and understand the present crisis of youth in order to build a new world of education responsive to the outside world and based on the active participation of all concerned.

Educational planning has to cope with these problems simultaneously, informing, and involving in a constant dialogue, administrators, students, parents and other sections of the community, in other words, the whole of society. Far from being only a specialized technique, educational planning should itself be a form of education.

Finally, the Director-General emphasized the particular significance and value of the work of the Conference at a time when the Second United Nations Development Decade is being conceived and prepared, and in view of the intention to designate 1970 as International Education Year.

4. APPOINTMENT OF OFFICE-HOLDERS, APPROVAL OF THE RULES OF PROCEDURE AND OF THE AGENDA

Mr. P. Kirpal, Head of the Delegation for India, was proposed by Mr. G. Beis, Head of the French Delegation, as President of the Conference and unanimously elected. Four Vice-Presidents were also elected: Mrs. S. Diop (Republic of Mali), Mr. R. Leestma (U.S.A.), Mr. D. Chupronov (USSR) and Mr. A. Thomas (U.K.). Mr. R. Diez-Hochleitner (Spain) was elected Rapporteur.

The Conference approved the provisional Rules of Procedure with some slight modifications. With reference to this item on the agenda, the Romanian delegate supported by the delegate for Cuba, requested that his declaration to the effect that the Chinese delegation no longer represented its country, the only legitimate representative of which is the Government of the People's Republic of China, should be recorded. He also regretted the absence of delegates from the German Democratic Republic, the Democratic People's Republic of Viet-Nam and the Democratic Republic of Korea. The delegate of the Republic of China objected to this statement which he deemed irrelevant to the subject of the Conference.

Finally, the delegates to the Conference approved the agenda without modifications (the agenda is published as an Annex to this Chapter) and immediately afterwards began discussion of item 6 on the agenda, namely: "Analytical examination of trends, problems and needs in the field of educational planning in relation to both educational development and general development".

5. ORGANIZATION OF THE CONFERENCE

The Conference discussed all the main themes on the agenda in plenary sessions. In addition the Conference divided into four working groups, which discussed particular topics in greater detail than was possible in full plenary session. Each working group elected a chairman, and a rapporteur who presented a short report to the Conference on the conclusions of each working group.

Working Group I elected Mr. G. Beis (France) as Chairman and Mr. J. Zaarour (Lebanon) as Rapporteur. Its discussions centred on two topics: methods for diagnosis of the existing situation in different countries, and strategies of educational development for countries at different stages of development. The discussions of this working group are summarized in Chapter II.

Working Group II elected Mr. M. Ghaussi (Afghanistan) as Chairman and Mr. M. Coulon (Belgium) as Rapporteur. The subject of its discussions was educational innovation, including research, experimentation and the evaluation of innovations. These discussions are summarized below, in Chapter II.

Working Group III elected Mr. M.O. Méndez Nápoles (Mexico) as Chairman and Mr. M.K. Nishida (Japan) as Rapporteur. The Working Group discussed the needs of a new type of management for extending and changing systems of education, together with the training of educational managers and planning specialists. These discussions are summarized in Chapter III.

Finally Working Group IV discussed the finance of education, the problems of drawing up accurate budget forecasts and the optimum use of existing resources; a summary of these discussions will be found in Chapter III. The Working Group elected Mr. B. Hammiche (Algeria) as Chairman and Mr. A.K.A. Tinkorang (Ghana) as Rapporteur.

6. RECOMMENDATIONS OF THE CONFERENCE

After discussing the three main items on the Agenda, the Conference unanimously passed a number of recommendations, which are given in Chapter IV, and also unanimously made a general declaration on the importance of educational planning. This declaration, which emphasizes the need for a profound transformation of educational systems, in response to the problems facing many societies, is printed at the beginning of the report.

7. CLOSING SESSION OF THE CONFERENCE

The final meeting of the Conference was held on the afternoon of 14 August. Professor Tinbergen, Chairman of the United Nations Committee for Development Planning addressed the Conference on the aims and purpose of the Second United Nations Development Decade, which, according to a decision of the United Nations General Assembly, should begin in 1971. Professor Tinbergen outlined the work already begun by the Committee for Development Planning, in conjunction with the United Nations, the Specialized Agencies and some other national and international organizations, in preparation for the Decade. One of the main purposes of the Second Development Decade is to provide a "Development Charter" and the formulation of a Development Strategy, which will concentrate on the achievement of specific objectives relating to such key indicators as levels of GNP per head, employment health and nutrition standards. In seeking to promote general social and economic progress the Second Development Decade will emphasize the strategic rôle of education as a prerequisite for general development. Educational efforts must be intensified at the local, national and international level if maladjustments between education and economic growth are to be reduced in the coming Decade. Thus Professor Tinbergen acknowledged the key rôle of educational planning in the formulation of an overall strategy for Development. Finally he emphasized that in carrying out the research and preparation needed for the Second Development Decade, Unesco and other Specialized Agencies could make an important contribution to the success of what was described as a War on Poverty. Specifically, Unesco was invited to provide technical comments and practical suggestions on the documents being prepared for the Second Development Decade by the beginning of 1969.

The main achievements of the Conference were summarized in a number of speeches by delegates representing different regions of the world, and a telegram from the President of Togo was read to the Conference, which emphasized the importance of the Conference in helping resolve some of the important problems facing educational planning. Delegates from Mali, Sweden, Hungary, Argentina, Iraq, Iran and Canada, representing the different world regions, drew attention to some of the most important problems that had been discussed by the Conference, for instance the need to plan education as a life-long process, and the need to plan for particular groups of society, such as women and the rural population, whose educational opportunities had frequently been neglected; the need to ensure wider participation of all social groups in educational planning and the need to integrate educational planning more fully into general economic and social development plans. The final speeches also stressed some of the important areas for further research that had been discussed during the Conference, particularly: the complex interrelations between education and economic growth, education and population trends, and the whole vast area of educational innovation.

The President of the Conference, Mr. Kirpal, gave a closing speech in which he spoke of the great sense of purpose which had been obvious throughout the Conference; he emphasized the need to increase international co-operation during the Second Development Decade, so that all countries might recognize the importance of education and development as a common endeavour. To achieve this, international co-operation must be defined in the widest sense, and not limited simply to the giving and receiving of financial aid.

Finally, the Conference ended with a closing address by Mr. Malcolm Adiseshiah, Acting Director-General of Unesco, who spoke of the twin tasks of the Conference, evaluation and prospection. Mr. Adiseshiah drew particular attention to four major ideas that had emerged from the discussions: a concept of global development, which recognizes that development must be at the same time economic, social, cultural, moral and human; the beginnings of a strategy for educational progress, which is concerned with education in the wide frame of life-long education, and of world-wide development; a guideline for educational planning which emphasizes the need to reform the content, methods and structures of education as well as the need for expansion; and, finally, a number of lessons for Unesco on specific needs for research and training in the field of educational planning.

ANNEX TO INTRODUCTION

AGENDA

1. Inaugural meeting
2. Election of the President
3. Adoption of the Rules of Procedure
4. Election of the Vice-Presidents and the Rapporteur of the Conference
5. Adoption of the Agenda
6. Analytical examination of trends, problems and needs in the field of educational planning in relation to both educational development and general development
7. The different ways of tackling educational planning and its objectives
8. Ways and means for implementing educational plans
9. Adoption of the Report of the Conference

CHAPTER I

ANALYTICAL EXAMINATION OF TRENDS, PROBLEMS AND NEEDS IN THE FIELD OF EDUCATIONAL PLANNING IN RELATION TO BOTH EDUCATIONAL DEVELOPMENT AND GENERAL DEVELOPMENT

1. SCOPE AND OBJECTIVES OF THE CONFERENCE

The starting point for the discussions which took place in the plenary meetings was the working document prepared by the Secretariat of Unesco for the Conference, on the basis of contributions from Member States and from a number of Specialized Agencies. The scope attributed to planning in this document is very broad and includes a series of problems concerning education itself, educational policy and administration as well as specific aspects of the process of educational planning properly so-called.

Some participants pointed out that the Conference could not deal adequately with the whole of this set of problems nor solve in detail the technical problems referred to in the working paper, but should on the other hand concentrate more particularly on the problems of educational planning. For example, the question of the appropriate content of education should be distinguished from the question of how to plan education, although there is an important interrelationship between the two.

At the same time many delegates expressed the hope that the Conference would mark the commencement of a new and ambitious phase in educational planning.

The experience of Member States, particularly in the last ten years, has led to the general acceptance of the principle of educational planning at a time when various problems and shortcomings have become evident in present practices. The aim of the Conference was to examine these problems and shortcomings in order to improve educational planning in the future. It was obvious throughout the Conference that there is a world-wide, vital interest in educational planning and a growing recognition of the fact that in the near future it will frequently be accompanied by radical reforms affecting education.

For education, if it is to make its full contribution to the overall development of societies can no longer be regarded as merely data in the process of development, but should be recognized as a variable in that process.

2. THE NOTION OF EDUCATIONAL PLANNING

The speeches of the delegates throughout the Conference kept recalling that the ultimate goal of educational planning was education and not planning for its own sake. The mechanisms and techniques of planning must be the "servants" and not the "masters" of the complex process of educational development.

Attention was drawn to the need to distinguish between the process of planning and the "planner": to emphasize the importance of the "planner" is to stress the need for a group of specialists with responsibility for the preparation of a plan, whereas planning can take place without a particular group being designated as planners. As the Working Document of the Conference emphasized, the absence of a unit called "Office of Educational Planning", or of officers specifically called planners, does not mean that no planning takes place, and equally, the existence of a group called "planners" does not guarantee the essentials of planning. "Planning" is an intellectual process, involving informed criticism, and a way of thinking in which politicians, educational administrators, teachers, students and as many sections of society as possible, can and should share.

The essential purpose of planning is to rationalize and systematize decision-making for the future, and there are a certain number of techniques which can be of use in this respect for examining the implications of proposed alternative courses of action and for studying the complex relationships which exist between education, the economy and society as a whole.

To be effective, planning must, as many delegates pointed out, be a continuous, integrated flexible process, particularly concerned with obtaining education of the highest quality and the highest efficiency. Planning must be comprehensive in character, both because of the close relationship which must be established with the planning of general development and because it must at the same time embrace all levels and types of education within what should be a process of life-long education for young and adults alike.

It was frequently emphasized that planning does not necessarily imply centralized decision-making and administration. The organization of the planning process may be very different in a highly centralized developing country, or one with a long tradition of decision-making at the local level but in each case the country's education system can be planned in relation to local and national needs.

3. PROGRESS IN EDUCATIONAL PLANNING

The Conference's analysis of the progress effected in educational planning showed that there had been highly significant, and even dramatic, changes during the last decade. This had been due in some cases to the accession of new nations to independence, to a response to the social demand for education, and also to a growing awareness among statesmen of the importance of education as a preliminary investment and of the need to integrate education in overall economic and social planning. It was realized today that economic development was linked to the level and quality of education and vocational training of the public.

Many delegates stressed the fact that the first attempts at planning in their countries had been limited to primary and secondary education; but that it was now appreciated that all levels and categories of education and vocational training ought to be covered in educational planning and administration: higher and university education, adult education, literacy programmes, out-of-school education, vocational training, technical education and other branches of education were mentioned during the Conference as being levels and types of education included at present in educational plans in accordance with an integral conception of planning. An increasing number of countries acknowledged the need to think of education as a permanent process, continuing throughout the life of man, and so to plan accordingly.

In the context of life-long education, many delegates stressed the need to go further than the purely quantitative aspects of planning, in order to place greater emphasis on the content of the educational system: its structure, curricula and methods. It is now realized that an educational plan cannot be satisfactory if it ignores necessary changes in content and the need to increase educational productivity and yield.

In many countries the question of the yield of the educational system, its output and efficiency, and the question of the content of education are today much more urgent than simply educational expansion. The alarmingly high rates of drop-out and repetition in many countries, and possible solutions to these problems are nowadays subjects of great anxiety to planners.

The duration, or time-span, of an educational plan was also emphasized by the Conference as a subject of major interest. Many countries are now drawing up long-term perspective plans, in order to predict the main features of future educational development within the framework of general development between now and 1980, and even up to the end of the century. In addition to plans of action covering one to five years, it was now found necessary to give greater attention to studying the long-term future, in the light of its implications for education. However it was also emphasized that the need for long-term planning must not lead to neglect of the fact that planning is also concerned with short-term decisions and that there needs to be constant analysis of the existing situation in order to adapt action to changing circumstances.

4. RESPONSIBILITY FOR EDUCATIONAL PLANNING

The formal structure of educational planning units varies considerably from one country to another, as was demonstrated several times during the Conference discussions. Planning can take place at a federal, state, provincial and local level; it can be the task of a specialized unit in the Ministry of Education, of a department of education or human resources in the central economic and social planning agency; or of a number of different services and departments co-operating through co-ordinating committees.

The number and utilization of the experts trained in planning techniques also varies from one country to another, and depends as much on the specific structures and type of planning adopted by the respective countries as on the availability of such experts.

Planning necessarily calls for expert work, but ought not to be regarded as exclusively a matter for specialists. All sectors of society ought to take part in determining the aims of education and in putting educational plans into effect. It was pointed out that education must be concerned with the individual child as well as the total framework of students and pupils as a whole, and that the family is, and will continue to be, the original and basic nucleus of education.

5. DIFFICULTIES OF PAST ACTION

Despite the undoubted progress achieved in the past, the Conference's analysis of educational planning in practice revealed some disappointments and difficulties.

One of the major and most frequently recurring problems is the divorce that sometimes exists between planning and the implementation of plans.

The actual reforms proposed in the educational systems sometimes failed to have any effect because of legislative or administrative difficulties. One of the most frequent limitations and difficulties met with in carrying out plans lies in finding available funds. Many countries have considerably increased the proportion of their budgets or national incomes earmarked for education, but insufficient financial resources to satisfy requirements continues to be a serious problem for planners. According to the delegates, the insufficient rate of economic growth in the economy of many developing countries had obliged some governments to limit the rate of educational expansion. On the other hand external bilateral or international aid has not increased as rapidly as had originally been recommended for the first United Nations Development Decade, namely 1% of the GNP of the industrialized countries. But stress was also placed on the need to make more effective use of the financial resources already available. The problem of the internal efficiency of the educational systems and of their external productivity was possibly one of the greatest challenges faced by educational planning and administration. The problem was of such urgency at the present time that highly imaginative solutions would have to be found, together with far-reaching innovations and a thorough reform of the structures, methods and means used in the educational systems.

The existing imbalance between the relatively slow rate of economic growth and the rapid expansion of education in certain developing countries has resulted in unemployment among qualified persons. Some countries have moved in a few years from a shortage to a surplus of certain categories of educated manpower.

The Conference's analysis of progress in educational planning also demonstrated an imbalance in the educational opportunities available to women and to the inhabitants of rural areas. The rôle of women in social and moral education and as an important means of fusing traditional values with modernization as well as their potential as economic producers, makes it essential for educational planners to pay greater attention to the education of women. Further, the question of balance between the rural and urban population, between social groups and between different geographical areas also calls for greater attention than has hitherto been given.

In the view of many delegates, insufficient attention had been paid to some of the most important aims and objectives of education, particularly in regard to moral and spiritual development, and the promotion of social cohesion and international understanding. Some of the delegates deplored the huge sums earmarked for war at a time when education and society were passing through a crisis, of which a sign was the reaction of youth in many countries. At the same time as they favoured a desirable material well-being for the peoples, many educators insisted on the higher objectives proper to education.

They consequently insisted upon the need for a thorough study of the relationship between education and social progress, between education and society, and education and the economy. Educational planners would also have to study the consequences for education of population growth and the influence of education on fertility. The Conference consequently wished to lay stress on the numerous fields of knowledge which demand increased study and research, so as to help those responsible for educational development to draw up more realistic plans of action.

6. INTERNATIONAL CO-OPERATION

Several of the delegates belonging to the countries which support external aid programmes in favour of education, and representatives of international agencies, stated in the course of the discussions that education was constantly being given priority in the aid programmes. Unesco aid for educational planning was also praised by a large number of delegates, and several suggestions were made in favour of broadening and strengthening such aid on behalf of all the Member States of the Organization. Reference was made to a formula for international co-operation which had been tried out in one country in recent years, by which a national commission for education was formed, which included foreign experts as full members of the commission as well as national experts. Emphasis was also placed on the utility and necessity of exchanges of information concerning the experience and practice of the Member States and the findings of research work, all of which could be made known through an international review.

CHAPTER II

THE DIFFERENT WAYS OF TACKLING EDUCATIONAL PLANNING AND ITS OBJECTIVES

1. DETERMINING EDUCATIONAL POLICY AND ITS OBJECTIVES

Man and the full life of man constitute the ultimate purposes of education and of economic and social development. Education, therefore, has many objectives; it is concerned with cultural and spiritual values as well as with the training and instruction that are necessary for the successful functioning of each society. Education should help everyone to play his part as a citizen, as a producer and worker, as a consumer and as the father or mother of a family. These are some of the objectives of education that the Conference indicated during its deliberations as factors to be taken into account in educational planning, although delegates were inclined to differ as to the degree of importance to be given to each of them. Several of the delegates emphasized the importance of education for economic development, and maintained that the economic implications of education and the relations between economics and education should be given more attention in future. Others, however, were more concerned with education as a prerequisite for social reform, although one delegate emphasized that in certain cases revolutionary changes in social structures were a prerequisite for the viability of real educational reform. Some delegates thought that too much stress had been placed on the contribution that education could make to material development, which had obscured the part it should play in the promotion of human values and understanding between the peoples for the building of a world in which peace and international understanding would reign. On the other hand, it was emphasized that in certain educational systems, pragamtic methods were in use today which tended to ignore the development of the individual and did not give men and women an adequate knowledge of their cultural heritage, which differed so widely from one country to another. At the same time, it was pointed out that if too great importance were given to cultural differences the effect might be to reduce the economic opportunities of countries, since advances in technology require some basic common denominators.

In fact, it often happens that in planning and taking decisions a compromise has to be made between different points of view and conflicting interests. The goal of equality of opportunity, which implies taking special measures for the less favoured sectors of the population, may sometimes conflict with the desire for the maximum rate of economic growth. Then again, an imbalance between supply and demand in certain types of education may make it necessary to restrict the number of students at certain levels or in certain courses, for economic reasons, even at the risk of disappointing the individual student. Yet on the other hand, it was pointed out that there was not necessarily any conflict between planning and the freedom of the individual, and that, on the contrary, planning when used to promote freedom, was an important way of safeguarding the liberty of each individual.

In addition to the problem of identifying the aims of education, there is the extremely important problem of who should formulate those aims. Several speakers emphasized the fact that all sectors of society should, as far as possible, participate in formulating such aims and also in determining, in broad outline, the policy to be followed in their educational systems. In some countries, this process is decentralized, and local groups have been set up for the purpose. Consultation of the whole community would not necessarily lead to complete agreement, but some delegates expressed the view that, unless the opinions of all sectors were taken into account, there was a danger that educational planning would become authoritarian and undemocratic and might only with difficulty receive the support of those interested in the execution of the plans. Participation in the preparation of the plan and in its approval would be greatly facilitated if simple, straightforward expressions were used, and technical jargon kept to a minimum.

The procedure for diagnosing the present situation was one of the main subjects discussed by Working Group I of the Conference, and the next two sections summarize the report of the Working Group and of the discussion, which took place in plenary session.

2. DIAGNOSIS OF THE SITUATION AS IT AFFECTS EDUCATION AND ECONOMIC DEVELOPMENT

As it is generally agreed that education has many objectives and that it is an essential means of transmitting and developing cultural, human and spiritual values and also a prerequisite for economic growth and social progress, any diagnosis of the current situation should take into account educational and economic and social factors; consequently, educational planning cannot be regarded simply as an offshoot of economic planning, nor can the organization of an educational system be considered in isolation. Education itself and educational planning must meet the general needs of society. This presupposes that the relationship between educational and economic development must be strengthened and that educational systems must be more flexible so as to be able to respond properly to technological changes and to changes in the structures of employment resulting from economic growth. Closely linked with this need is another of the fundamental purposes of educational planning, namely, the continual endeavour to find better ways to use the limited resources available.

The problem of diagnosis was dealt with by Working Group I, which distinguished two essential aspects to the question of identifying the existing situation:

The need for each country to collect, elaborate and make a critical analysis of statistical and other information. This information should cover not only static data but also phenomena of a temporal and dynamic nature, whether quantifiable or not in the present state of our knowledge (for instance, long-term social and cultural factors such as attitudes to bureaucracy or change, especially in the sphere of education);

The need for an attempt to develop the standardization and exchange of these various categories of information in the field of education, for the purpose of international comparison. These items of information would then become more meaningful as indicators.

If this were successfully achieved, each country would then be in possession of facts which would enable it, in relation to the other countries, to evaluate the nature and rhythm of the changes which have occurred, and any possible imbalance between overall development and the development of education, and on such a basis to study the most important factors determining educational outcomes, and the relations between education factors and other social parameters.

The collection and standardization of data and the analysis of relationships between factors of development may in some cases bring to light similarities between different countries, and this can facilitate the preparation of a typology, based on a broad range of educational, social and economic indicators. Such a typology might make it possible to identify groups of countries with problems and characteristics similar to those of the country under consideration. It would, however, be very dangerous if used to classify countries in an over-simplified way. There are very great differences in the characteristics of various countries, so that it would be a mistake to try to use a typology for the preparation of a strategy of action for the development of education without taking account the particular needs of the countries involved. The typology proposed would therefore not mean classifying countries in an attempt to provide an international ranking system, but would on the other hand, help planners to identify and define their problems in a more rational form in relation to other countries, instead of using the comparative tables which are now published without any more value than the nominal and intuitive relationship which they represent. A typology of this sort might also be useful in incorporating a given number of essential indicators, including both directly quantifiable indicators and those which are not quantifiable. The following are some of the indicators which could usefully serve as guides for educational planning: (a) the efficiency, dynamism and vitality of the system; (b) costs; (c) educational characteristics of the labour force; (d) intellectual unemployment; (e) underemployment of educated and qualified manpower; (f) international co-operation and external aid for education; (g) reform and innovation in education; (h) structure of education.

The use of standardized indicators for a typology might lead to the identification of solutions for typical situations, and these solutions might eventually be combined systematically into a series of "standard strategies". But any attempt to develop standardized educational planning strategies should take into account the great differences between countries and the lack of sufficient data for analysing the factors involved in the activity proposed.

Such a vision of education means that present methods used to quantify its impact on overall development need to be reviewed as well. In particular, the planning process must not be the sole responsibility of a few technicians but must involve the widest participation of all concerned. Educational objectives need to be better defined. For example rather than setting a certain duration of school attendance as an objective in itself it would be more suitable to assess the effect of such an attendance on, for example the cultural level, or technical qualifications of citizens and to see whether the same or more productive results might not be obtained more economically from other forms of education.

Another consequence of this comprehensive definition of education is a redefinition of output measurements. By the blending or combination of various means to achieve a set objective, it might be found that considerable increases in productivity may be obtained. These however can no longer be measured in terms of years of attendance only. Before such spectacular changes take place it is essential that considerable progress be achieved in measuring educational output.

If education is to be adapted to development, it must be uniquely tailored to the particular needs of each country since world strategies may not be applicable to any one country at any one time. It may be however that by a more adequate definition of each country's own diagnosis of its problems, a pattern might emerge which might lead to the definition of principles and flexible strategies applicable to groups of countries. Adaptation of educational plans to revised targets must reflect past experience and rely on consistency tests and cost effectiveness measurements linking means to ends. It is to be hoped that in the future strategic choices will be based on an increasing number of objective criteria.

3. PLACE AND FUNCTION OF EDUCATIONAL PLANNING IN THE SECOND UNITED NATIONS DEVELOPMENT DECADE

It is recognized that the Second Development Decade approved by the XXIInd General Assembly of the United Nations, should lay stress on the need for comprehensive development on a world-wide basis, embracing economic, social, cultural, civic political and educational development, affecting groups and individuals.

In view of the function of education, in such a comprehensive pattern of development, and in view of the need to develop educational strategies it was agreed that educational planning should be guided by a number of essential principles.

Educational planning can only be an effective instrument of comprehensive development if it involves a continuous reassessment of the educational process. It should take into account that education is a permanent, life-long process. It should not be thought of as only involving school education. Participation in out-of-school education is tending to increase, both in developing countries where certain types of community action can in some cases replace formal education and in developed countries where individualized education is being provided for increasing numbers. Further, education should be comprehensive, reflecting the many aspects of development which it is called upon to serve.

4. TECHNICAL AND PEDAGOGICAL PROBLEMS IN EDUCATIONAL PLANNING

(a) Some technical and demographic problems

The impact of demographic explosion on future educational development was considered by some delegates as a very important matter which should receive more attention, as there is serious doubt on how the world of tomorrow will be able to find resources for the tremendous expansion of education that would be desired if present demographic trends continue. Long-term projections are of much use in this respect, although they have been sometimes far from accurate in the past.

While population growth is an essential factor to be taken into account into educational planning, at the same time the progress of education is also likely to have a long-term effect on fertility. But little is known on this point, which requires further research.

What seems to be one of the most difficult problems today is the preparation of reasonably accurate manpower forecasts, and their utilization for educational planning, and many delegates suggested that further work needed to be done on this subject. Even countries which are advanced in the field feel the need for further research and sophistication. Problems which deserve more attention include: the proportion of high-level specialists to be trained among overall manpower; the equivalence between professional qualifications and educational attainment; the effect of salary distortions on job orientation and employment; problems of professional mobility; vocational training and skill-building processes; the "brain-drain" and its implications.

The need for a more concrete methodology to guide them in their practical planning work is felt by a number of countries. There is considerable discussion on the integration of education into overall development, but little practical guidance available on how to go about it.

(b) Some educational problems

In view of the urgency of the problems faced by education policy-makers and planners, the need for imaginative solutions was repeatedly emphasized during the Conference and has already been mentioned earlier. Innovations include changes in objectives, structures, content, methods and means; but, as stressed by the Director-General in his opening address, they cannot succeed if they are adopted in isolation. A new approach and a new spirit are also required.

The problems raised by the introduction of innovations were discussed in the report of Work-Group II. These are very complex, and it was said that it is important to avoid being hypnotized by methods or techniques to the detriment of ultimate aims. Whether in the case of rediscovering earlier methods or of new methods, what is required is not innovation for the sake of innovation, but rather a re-examination of educational means in their entirety, and a clear idea of all the effects of the innovations proposed. The innovation process includes the following stages: study and experimentation, implementation, evaluation and diffusion.

Innovations should not be the monopoly of a small group of specialists: it is the whole educational system which should be impregnated with a spirit of innovations. All administrators and teachers should be oriented towards innovation and trained for that purpose.

In each country, the proposed innovations should be based on an objective examination of the educational problems. Although the study of foreign experiences is most valuable, simple adoption of imported models, whether traditional, new or allegedly new, involves some risks if not adapted to local needs. The value of national initiatives is very great, and each country should be encouraged to maintain and develop its own sources of inspiration.

Financial implications of the use of modern technology are a source of concern for a number of countries, particularly those with limited resources or a small size. It was suggested by some countries that a pool could be constituted, in order to put such resources at their disposal.

The problem of the practical use and efficiency of mass media is a matter of great interest for a number of countries. It was suggested that it would be valuable to undertake more studies on the use for educational purposes of the mass media (television, radio, etc.), and in particular a feasibility study on the possibility of international action in relation to the use of communication satellites for educational purposes, so that these possibilities (if any) can be taken into account as soon as possible in educational planning at the national level. Of course, it is clear that use of such instructional media could not replace educational human relationships, but might possibly help in meeting the shortage of teachers. In fact, the direct human relationship will have to be not only maintained but further developed; the crucial rôle of the teacher and the student in the educational process must never be forgotten.

In countries at the first stages of development, improvement in the quality of teaching is one of the main conditions of progress. The teacher's personality and his influence on the efficiency of the educational process should receive more attention. Sophisticated plans and reforms are likely to fail if adequately trained teachers are not available, as poor teachers may not always be successful in innovating and introducing new elements in the teaching process. It has to be recognized that in many countries, there is a shortage of adequately trained teachers, but this does not mean that all action and initiatives should be delayed until a completely satisfactory situation has been arrived at. However, great care is needed in the training of teachers. Many young teachers start with high ideals, but in a short time revert to authoritarian methods of teaching, because they lack the appropriate techniques to put these ideals into action. The need for sufficient personal initiative to be left to the teachers, in order to adjust innovations to their own situation is recognized.

Emergency measures may have to be taken by developing countries with limited resources, until they have reached a new stage where they can afford to return to normal practices. This is the case for instance with single-teacher schools which are difficult to operate, but may be necessary in some rural areas All countries should be concerned with the search for ways of using teachers' time more effectively; one possibility is to recruit auxiliary staff to assist teachers in the parts of their work which do not require a specialized personnel, such as laboratory work, provided it is understood that untrained personnel are to be used to assist, and not replace the trained teacher. In order to face the shortage of staff and personnel, some countries have had to make frequent use of the shift system and to increase the class-size which, up to a certain limit, did not seem to affect the efficiency of teaching.

The experience of a number of countries demonstrates the usefulness of providing extensive work experience for students, either in schools of general education or in vocational institutions. In the former, practical activities and demonstration in the field of agriculture have contributed to a diffusion of modern farming techniques and to increased agricultural yields. In these countries, school gardening schemes constitute a regular part of the school programme. In vocational schools, it was found that giving students a direct experience of work in the context of a productive unit was most valuable both from the point of view of professional knowledge and of understanding of living conditions.

In the great process of reform which education needs, pride of place should be accorded to the problem of the relations between teacher and pupil. Students should be to some extent the agents of their own education, while teaching itself should be constantly renewed and enriched through contact with those who are being taught and with their conception of life. Such new relations between those who teach and those who are taught can make the teaching process more effective. In some cases, they may help in solving the problem of the shortage of teachers, and in making an economical use of available resources, particularly if young people are allowed to play an active rôle in education, for example in the form of mutual education, which acts as a stimulus for teacher and pupils alike.

The conclusion is that any innovation should be preceded by a suitable training of teachers, in regard both to transmission of knowledge and to human relations. It is first of all necessary, therefore, to have a clear idea of the rôle that the teacher will be required to play in the future.

At the same time, modernization of the educational system should provide the pupil with continuing possibilities of orientation not only through "ad hoc" institutions, but also through the educational process itself.

The need to relate more closely the curriculum and the actual environment, especially in rural areas, is generally recognized. There is also an agreement on the necessity of simplifying it and making it better adjusted to the mental development and capacity of the children. But this is not easy to achieve. The complexity of problems concerning the curriculum is being increasingly realized but there is no general agreement yet on the exact importance and influence of the curriculum, particularly on long-term development of skills and capacities.

5. NEW APPROACHES TO EDUCATION

Two main developments should be mentioned on the subject of approaching the educational process as a whole: the participation or even the mobilization of the entire population in educational activities; the full utilization of the concept of life-long education. The latter was particularly discussed by Working Group II whose report on this point is reproduced below.

The concept of life-long education is a frame of reference within which different educational activities may be compared and evaluated. It is increasingly recognized that this concept must encompass all educational activities, all ages and all sectors of society and it therefore provides a framework within which all educational activities may be organized and co-ordinated.

The new pace of change to which societies are subject, whatever their degree of development, requires a parallel change in the educational process, whether in or out of school. Obviously life-long education cannot be confined to the school. It should make use of all the educational resources of society. The co-ordinated mobilization of these resources requires planning. Life-long education may encounter great difficulties in countries which are in the early stages of development. But in that case, even if in the short run priority is given to primary education, vocational training or functiônal literacy programmes for adults, or any other sector, it is none the less important that the long-run goal of life-long education, should play its part in directing the planning process. Life-long education should include both men and women on equal terms.

There is therefore a need for restructuring both school and out-of-school education, so that they may cease to appear as almost isolated undertakings, but may become factors in life-long education as an organic whole. The rôle of school in this respect should be to provide the students with the motivations and techniques which will allow them to discharge their rôles in the life-long process; in fact, the students should learn how to learn throughout life. In order to achieve an optimum yield in relation to the needs of overall development, educational planning should aim at an appropriate distribution of material and human resources between different types and stages of education.

The implications of the broader concept of education from the point of view of external assistance and the co-operation between United Nations agencies were considered during the discussion and have been the object of specific recommendations. It was agreed that co-operative programmes between United Nations agencies concerned with human resources development should be developed. Interdisciplinary planning teams should be created on an experimental basis, in order to work during a sufficiently long period for the training and improvement of national teams constituted in the same way.

External assistance programmes should always include provision for an evaluation without which the are not really complete.

6. EDUCATIONAL RESEARCH

The need for research was felt in connexion with a number of points discussed by the Conference and reference to some of them has been made in other parts of this report, relating to the diagnosis of the situation. It was also stressed that countries are increasingly aware of the advisability of establishing research infrastructures for basic studies on the educational process. Research and investigations on long-term perspectives is expanding rapidly.

The discussions of Working Group II on innovations were particularly focused on research problems and are summarized below, on the basis of the Group's report discussed by the Conference.

A number of basic principles were identified during the discussion of prerequisites for useful research:

(a) The creation of suitable co-ordinated or integrated infrastructures comprising research, planning and training, at the local, state, national, regional and international levels, is essential. Concrete relations should exist between planning and administration on the one hand, and research on the other.

(b) The importance of experimentation before full-scale implementation was stressed by a number of participants.

(c) Evaluation is an integral and essential part of the research process.

(d) A definite will to implement research results and the availability of corresponding resources are naturally required if research work is to bear any fruit.

(e) Of course, the idea that nothing can be done until the results of research are made available should be condemned. This is less likely to occur if research is action-oriented.

(f) Finally, the kind of results to be expected from research should be clarified, so that there is no disappointment resulting from unreasonable expectations. Research cannot solve all the problems and it may also reveal new ones.

Since most educational systems find themselves overtaken by social transformations, steps must be taken to ensure that they are constantly adapted, through the scientific preparation and planning of the necessary innovations. This is generally recognized in principle, but practical implications have usually not been fully accepted. It implies systematic research into all the elements of education: structure, technology, school society, curricula, etc.

There is a need to study innovations of all kinds from the point of view of their interdependence and their impact on the educational system as a whole. Such a study should examine innovations not only as solutions to specific problems of imbalance, but also as possible causes of imbalance.

During the Second Development Decade, to be preceded in 1970 by the International Year of Education, it is suggested that more intensive experiments and comparative evaluations be carried out with regard to complementary innovations. Greater attention should be paid to the preparation and use of indices which make it possible to assess the scope and end-product of such innovations.

As far as objectives are concerned, research should therefore deal with all matters concerning school or out-of-school education, planning, and also the training of all the personnel involved.

It should deal not only with the methodology of teaching, which is important, but which has tended frequently to dominate research, but also with questions raised during the preparation of educational plans integrated in general development plans, and with the methodology of planning itself; it should also deal with other aspects of education which are commonly neglected, such as examining techniques and the adaptation of school buildings to take account of innovations and new correlative structures.

At its various stages the work of research would benefit from the participation of professional, economic, religious, political and social groups; parents associations; and also the young themselves, who have shown that they are capable of contributing to the renovation of education's targets, curricula and methods. Research is more likely to attain its full value and effect if an increasing share is given to the co-operation of those concerned and to the dialogue between the teachers and the taught.

All the necessary political, administrative and economic measures should be taken to ensure that freedom of judgement which is a guarantee of the independence of assessment. Nevertheless, research must not on that account be separated from action. It must aim at experimenting and generalization at the same time.

It should be emphasized that since there is a lot in common in the research work undertaken by the various countries, the propagation of their findings, and exchange of information is most essential and would contribute to the solution of educational problems in many countries.

CHAPTER III

WAYS AND MEANS OF IMPLEMENTING EDUCATIONAL PLANS

1. PLANNING AND ADMINISTRATION

The relationship between planning and administration, between plan preparation and implementation, was a matter of constant concern during the whole Conference, but it was particularly discussed in connexion with the report of Working Group III. Countries are increasingly aware of a dangerous dichotomy between planning and administration which too often leads to a serious gap between plans and intentions on the one hand, and implementation and results on the other. This may be due either to the absence of the necessary political, legal, or financial means, or to the inability of the administration to carry out the daily operation of plans and reforms.

Some countries are suffering from bottle-necks which can be considered as tactical and do not belong to the realm of planning, but to the normal responsibility of an efficient administration. Relieving these bottle-necks is sometimes more urgent than undertaking planning on a large scale.

The Conference showed concern about the risk of a confusion of people involved in the planning process. A clear definition of their functions is therefore highly desirable, and it must not be forgotten that "planning" and "planners" are not synonymous. Planning must not be regarded as the sole responsibility of the specialists of a planning office.

The educational planning function must be integrated with the administrative structure; and the planning approach must permeate the whole operational service.

The body responsible for educational planning must serve and not control: it should work parallel to, and through, the operative administrators. It is not its rôle to make decisions, but it should influence them, by giving advice preferably in the form of alternatives, with an assessment of their implications.

In Member States which have a central Ministry of Education, there is a place in that Ministry for a separate educational planning unit, if only because the administrators, engaged in their day-to-day tasks, require the services of a specialist group, which can undertake analysis, plan preparation and evaluation of implementation. The head of this unit should consult fully with all heads of departments in the Ministry, as well as with the Ministries responsible for other aspects of economic and social planning.

The process of educational planning and of administration must fully provide for the needs of regions, districts, and localities.

For successful preparation, implementation and evaluation of educational plans, the following factors are likely to be important:

(a) Legal instruments which clarify functions and responsibilities within the educational system and set up an adequate framework for planning over the long-, medium- and short-terms.

(b) Where necessary, introduction of changes in administrative structure and procedures to improve the decision-making process.

(c) Incorporation of careful programming in plans together with establishment of time-tables and division into specific projects and sub-projects so that administrators are clear about their own particular contribution to the implementation of the plans.

2. PARTICIPATION IN PLANNING: THE COMMUNICATION AND CONSULTATION

The Conference discussed what information-consultation mechanisms would be necessary to ensure intercommunication of information and ideas between those responsible for formulating educational development plans and the teachers, students, parents and other sections of the community, as well as institutions involved in carrying out and affected by these plans.

There was complete agreement on the need for communication and general participation in educational planning and plan implementation. The discussion brought out the differences between developing and advanced countries in the physical means by which communication can be achieved and indicated some of the difficulties involved in the communication process.

The following suggestions were made on groups which could assist in developing the process of participation, and on means of communication.

(a) Teachers' organizations at central and local levels which should be involved in the planning process, particularly in improvement of curriculum, methods and structure;

(b) Parent-teacher associations which discuss the links between the school, the home and the community;

(c) Students' organizations which express student aspirations and responsibilities in relation to educational development;

(d) Political parties and trade unions which can channel and influence the opinions of citizens concerning educational objectives and needs;

(e) Members of the educational services at the central, regional, district and local levels, including principals and staff of institutions, and inspectors: these officers have important responsibilities for communication in relation to many aspects of educational development;

(f) Other public servants and the military services: these may sometimes be used for dissemination of information concerning educational development;

(g) Mass media which play a vital rôle in communication of information and organization of discussion.

In the discussion which was concerned with the participation of individuals as well as groups, a number of difficulties in the communication process experienced by some countries were pin-pointed these included illiteracy, which makes people difficult to reach and resistant to change; conflicting political views; need for training in educational journalism; social conservatism; and tension between persons involved in the administration and operation of the educational system and resistance to change on the part of these personnel.

There was general agreement that teachers must be involved in the entire process of planning and changing the educational system. Cases were cited in which teachers were given the opportunity and encouraged to experiment and to transmit the results of their experiments to higher authorities, and when the results were considered good, they were spread among the schools.

The discussion showed that through information and consultation, educational planning and implementation can have an educative characteristic of its own, and be in itself a source of change.

3. TRAINING OF PLANNING AND OTHER PERSONNEL

The need for training suitable personnel for the work of planning was urgently felt by the Conference. The forms that this training may take and the type of personnel to be trained were extensively discussed. The view was expressed that maximum use should be made of existing human resources, but that care should be taken not to create too many new needs, in view of the shortage of highly skilled manpower which exists already in most developing countries. Obviously planning specialists should not duplicate the work of administrators.

It is generally agreed that there is a need to train educational planning specialists, but that other categories of personnel should also be familiar with the main concepts and problems of educational planning, so that they can understand the specialists and discuss problems with them. The whole administration should adopt the rational approach and attitude of mind which is the very essence of planning.

(a) Entrants to training

Various opinions were expressed on the suitable qualification and experience for entrants to training. Some delegates considered that they should be thoroughly experienced in teaching and in the administration of education before working in planning, others considered that there was a need for the admission of persons from other occupations wishing to make educational planning their career, and a minority considered that suitably qualified young people should be encouraged to embark on a planning career, at the beginning of their working lives.

It was emphasized that all the people selected should have the appropriate character and attitude which would enable them to have a co-operative approach to their fellow-workers since they have to work as members of a team.

(b) Nature of training

It is desirable for each country to define the functions of the specialist and general personnel it needs in order to draw up the necessary structure of training programmes at the sub-national, national and international level, including the use of the Unesco regional centres and the IIEP.

Training should provide for the understanding of the interrelationships and techniques involved in the planning of education as a system and should also sharpen the analytical and critical abilities of the trainee.

The training of planning personnel should include adequate training in the techniques of programming and project-making and the study of modern management practices. A new concept of the "educational manager", combining in his approach elements of planning, administration and reform, appeared frequently in these discussions, and the need to provide training responding to this concept was stressed.

(c) International training

It was recognized that international training provides a valuable opportunity for exchange of ideas and experiences of countries in different situations as well as technical improvement of planning principles and techniques in a wider setting. Attention was drawn to the needs of candidates from different backgrounds and it was indicated that close co-operation between countries and international centres was required to meet these needs. Attention was also drawn to the need for countries to select candidates in accordance with both their capacities and subsequent employment.

The value of co-operation between IIEP, Regional Centres and Universities in training and research was recognized. It was recommended that an inventory of graduates in educational planning should be prepared, that regular meetings of directors of training institutions should be organized and that training facilities should be fully publicized. In this connexion, attention was drawn to the publication by IIEP of a revised inventory of training and research institutions and to the organization by IIEP of periodical meetings of directors of institutions in this field.

It was also suggested that training of educational planning personnel should include due attention to the problems of planning non-formal education for employment in various fields of the economy.

(d) Training in planning for other personnel

In addition to the views expressed above on the training of specialist and general personnel, it was said that countries should consider drawing up an appropriate structure of training at the sub-national, national and international levels for the following categories:

(a) teachers in universities, teacher-training centres and national institutes for training in administration;

(b) educational supervisors, inspectors and officials;

(c) officials in other ministries and organizations in such fields as health, agriculture, labour and finance, with responsibilities relating to education;

(d) ministers and other policy-makers, where the possibility exists for them to attend meetings and seminars of the appropriate kind.

It was agreed that there is a need to make teachers aware of the need for planning and the principles of planning. The general opinion was that the subject is more effectively dealt with in in-service, rather than in pre-service training. This would enable experienced members of the existing teacher force to realize the need for planning and their involvement in it, thereby ensuring their co-operation in research and experimentation in the schools. However, it was felt that in pre-service training the concepts of educational planning could well be introduced through the teaching of such subjects as educational sociology or administration.

4. EMPLOYMENT AND STATUS OF EDUCATIONAL PLANNING PERSONNEL

There was a strong feeling that there is need for a recognition of the status of suitably qualified educational planning personnel so as to attract able persons to make educational planning their career.

Delegates stressed that trained personnel should be effectively used. This led to the consideration of the career structure of the whole of the educational service, in institutions, administration, planning and inspection and it was suggested that the career structure should provide for promotion and interchange from teaching to other posts in the educational service. Some countries do not yet utilize educational planning personnel as a group which may be separately identified.

A plea was made for the appropriate recognition of certificates or diplomas issued by regional and international educational planning training institutions and a suggestion was made that this could be achieved by association of such institutions with recognized universities.

Stress was laid furthermore on the need for open-mindedness on the part of people who have to work with one another and for preparedness of older established civil servants to co-operate with younger specialized staff with new ideas.

5. THE UNESCO CONTRIBUTION

Members of the regional centres and IIEP outlined their training programmes and drew attention to some specific problems relating to selection of students and allocation of fellowships. They also referred to steps being taken to improve their curricula, teaching materials and techniques.

Delegates expressed their appreciation of the work of Unesco and international and regional institutions and indicated their desire that Unesco should expand the programmes to meet the needs of all countries. A suggestion was made that bilateral aid be given for the purpose of fellowships at the international institutions.

A request was made for more assistance from regional centres in organization and conducting of national courses in relation to specific needs of countries in educational planning. In this connexion, examples were cited of the provision of field training as part of training courses in institutions with the suggestion that such arrangements might be incorporated in the programme of the regional centres and it was suggested that research workers from Member States, who are familiar with local conditions, should be associated with the work of the regional centres.

A number of delegates requested that more documentation from the IIEP and the regional centres should be made available to Member States and that regional centres should provide information highlighting some of the advances made, and innovations and experimental projects carried out, in these fields of educational planning, in Member States in the regions. Such information should be also transmitted to other regional centres for dissemination to Member States of these regions.

6. FINANCING OF EDUCATION

The Conference agreed on the crucial importance of educational financing in educational planning and on the need to ensure the optimum use of all resources, both financial and non-financial, national and external. The problems of measuring and making most effective use of available resources, the classification of expenditures and the rôle of external aid were introduced by the report of Working Group IV.

(a) Measuring the available resources

A number of delegates emphasized the problems involved in measuring the total resources which are, in a given country and during a given school year, allotted to education. The budget of Ministries of Education is usually accessible, but does not always reflect actual expenditure. But a number of other Ministries (e.g. Agriculture, Public Works, Labour, Health, Telecommunications) and local school districts and States, also provide education or training of various types. Data on the outlay of private schools and universities are seldom available, though their contributions are often important. The accounting of educational expenditure in numerous Federal and other States present additional difficulties because of transfers from the central government to local government or from local and State governments to a variety of educational programmes.

If one is to assess the total resources used for educational purposes, account should also be taken of income foregone by students who otherwise could participate in the production process, although assessment of it is often extremely difficult.

Since it is almost impossible to determine accurately from figures presently available how much a nation spends on education, it is clear that comparisons between countries are not always valid. On the other hand, the Conference recognized that comparisons of this sort - provided they were based on accurate data - could play a useful rôle in educational planning. It was therefore suggested that Unesco, in collaboration with other international organizations, should undertake, or continue, studies on the measurement of total resources for education, with a view to providing practical guidelines for national authorities in assessing total outlay for education; and to improving the validity of international comparisons in this respect.

It was generally recognized that during the past decade expenditures devoted to education had been increasing more rapidly than total national revenue. This applied, in particular, to developing countries. Recognition of the fact that educational expenditure, as an investment in human resources, if properly applied, is just as necessary as investment in immediately productive sectors of the economy has greatly stimulated the increase in outlay for education. However, in a number of countries the rate of increase in educational expenditure has now slowed down. It is evident that many countries, in particular developing countries, cannot afford to allocate a higher proportion of their national resources to education without jeopardizing other national objectives.

This problem is aggravated in a number of countries by the rapid increase in their population, which underlines the need to study the implications of current demographic trends for education.

As one means of overcoming the shortage of resources, it was suggested that governments should seek different types of resources (not necessarily financial) for education. In developed countries education is almost entirely financed by taxation, but it may well be that in developing countries other resources ought to be explored. In this connexion two specific suggestions were made, namely the participation of local communities in providing schooling for their children, and the possibility of industries providing, at their expense, vocational education.

(b) Classification of expenditures

The meeting noted the various possibilities for the classification of expenditures listed in the Working Document presented to the Conference. However, the discussion focused particularly on two methods of classification, namely by levels and types of education and by items of expenditure.

As regards the breakdown of expenditure by types and levels of education it was pointed out that such breakdowns were not normally internationally comparable without consideration of the structure of national systems of education. Further, even within a given system of education the structure may change in the course of time, and new forms of education may be introduced such as those developing from the concept of lifelong education.

With respect to the classification of expenditures by items, a number of delegates pointed to the large share of teachers' salaries in most educational budgets. In many countries salaries of teachers take up 80 per cent or more of the total outlay for education, thus leaving very little for educational materials and supplies, equipment and buildings. It was suggested that a number of activities of the secondary school curriculum might be taken over by "non-professional" teachers on a part-time or temporary basis, and that local communities might provide their own staff for primary schools, provided that they have adequate knowledge. However, the problems vary greatly from country to country, and the Conference did not feel it could make a general recommendation as to the part of the budget to be set aside for teachers' salaries.

(c) Optimum use of resources

The problems relating to the optimum use of resources fall into two categories which may be called external productivity and internal productivity of education.

As regards external productivity which is concerned with the responsiveness of the education to general development needs, the meeting emphasized the need to produce graduates from the various types and levels of education that would fit into society both from the economic and social points of view. In some countries special committees have been established to study manpower requirements and to analyse what type of education and training is required to produce certain categories of professional and skilled labour.

A large number of suggestions were put forward by the meeting concerning the efficient utilization of available resources within education, that is the internal productivity of education. Many of these were of a specific nature and cannot easily be generalized. These may include, for example in some circumstances, the use of double-shift systems and the shortening of courses, especially at the third level of education. Others were of a more general nature and include, inter alia, more study of repetition and drop-out rates, the introduction of new teaching methods, a revision of examination systems and the possibility of using programme budgeting techniques.

Special mention was made of the possibilities of using available resources more efficiently by adopting the results of research such as studies of economies of scale, comparisons of unit costs and analysis of time series.

In view of the complexity of the problems involved in increasing the productivity of education, and the urgent necessity of finding solutions to these problems, it was suggested that governments should set aside part of their budgets of education for research into the pedagogical, sociological and economic aspects of education.

The cost of education projects should be assessed not only in monetary terms, but also in terms of the opportunity costs. In other words, the cost of one programme is equivalent to what has to be given up in order to achieve it, by abandoning or reducing expenditure on other programmes. This approach exphasizes that educational planning is concerned with choices between alternative allocations of resources.

(d) External aid

Discussions centred around three main problems, namely the harmonization of external aid, the conditions under which such aid is currently provided or should be provided and the total volume of external aid.

A number of suggestions were made with respect to the harmonization of external aid. At least one country has established a special commission to co-ordinate the external aid it receives. The harmonization of bilateral and international aid often requires special machinery, or special measures, by donor agencies, in co-operation with recipient countries concerned.

Some delegates emphasized the need to combine one or several forms of aid, in particular, financial aid and technical assistance. It was felt that, in many cases, financial aid would not be fully effective unless technical assistance were also made available.

In order that the maximum benefit should be drawn from external assistance, it should meet the critical needs of the recipient country. It is the rôle of the planner to help identify priorities and allocate resources to these needs.

There was general agreement that foreign aid should, to the greatest extent possible, be integrated in national plans for development, but some delegates pointed out that recipient countries could only achieve this desirable objective if they knew in advance how much aid they would receive, when they would receive it and from which sources.

With regard to the conditions of foreign aid there was a consensus of opinion that aid should not be provided in a haphazard fashion, but only for carefully selected projects within priority areas and that it should preferably be designed to assist governments in implementing educational reforms.

It was also suggested by some countries that in certain cases aid should not only cover capital expenditure on the initial construction of buildings and provision of basic equipment but should also include some element of recurrent expenditure to provide for the maintenance of buildings and the replacement of equipment and supplies.

The feeling was expressed by some delegates that the conditions of aid laid down by some donor agencies could perhaps be made more flexible. Specific reference was made to long periods of negotiations, to the considerable amount of work involved in preparing requests for aid and to the relatively important counterpart contribution demanded from recipients.

As regards the total volume of external aid for educational development two main points emerged from the discussion. One was that it is particularly difficult to obtain an exact picture of all bilateral and international aid actually provided. In this connexion mention was made of educational assistance provided by non-governmental organizations on which very little data is at present available. Finally, reference was made to the statement in the working document of the Conference on the total volume of aid for education, which at present is of the order of one billion dollars in comparison with an estimated rise of total annual expenditures on education - both current and capital - of four billion dollars between 1965 and 1970, and several countries called for an increase in international aid for education.

CHAPTER IV

RECOMMENDATIONS OF THE CONFERENCE

GENERAL RECOMMENDATIONS

The Conference,

1. Expressing the opinion that educational planning directed to giving human resources their true values and therefore favouring the enrichment of the individual's life, is one of the essential means of the progress of society and that the task of initiating and executing plans for educational development with the consequent innovations is an essential duty of the responsible authorities,

2. Convinced that the conception and implementation of educational plans can be realistic only when they take into consideration plans and developments in other sectors of human activity and when they are supported by and meet with the understanding of, society as a whole;

Stressing, therefore, the need for Unesco and its Member States to give priority to the education, in all its aspects, of both young people and adults in respect for human rights and in accordance with the ideals of peace and international understanding,

Welcoming the substantial results achieved by many countries in the field of educational planning and the work already done by Unesco in this respect,

Considering, nevertheless, that further efforts are needed in order to achieve substantial progress in the field of educational planning and development (both in Member States and in international co-operation),

Appreciating that, at a time when the data for the general strategy of the Second Development Decade (1971-1980) are being worked out, and when the United Nations is planning to proclaim 1970 as International Education Year, a strategy of concerted international action would help to define more clearly the major options and priorities of the national strategies for educational planning,

1. Recommends that Member States, when working out, improving and implementing their educational planning policies, should bear in mind the following principles:

   (a) educational planning should be looked upon as an integral part of the planning of general development;

   (b) educational planning is pre-eminently long-term, necessitating forward-looking studies, prior to the drawing up by national decisions of medium- and short-term plan, programmes and projects;

   (c) educational planning must be comprehensive and education should be identified with the concept of life-long education, inasmuch as it applies to education at every level and of every type and at all stages of life;

(d) the funds needed for the implementation of programmes of education and training must be regarded as an essential pre-investment for the general development of a country;

(e) the planning of education should take into account the structures, methods and content of education as well as its quantitative aspects;

(f) the preparation of educational and training programmes should be based more particularly upon the following criteria:

(i) the democratization of education and the training of the individual in preparation for his maximum development and full participation in the life of society, in particular through moral and spiritual development and through action for international co-operation and understanding;

(ii) the co-ordination of educational development plans especially at the higher levels, with the requirements for qualified manpower, by utilizing for this purpose a continuous system of forecasting and guidance;

(iii) a policy of educational development permitting of continuous and balanced expansion;

(iv) application of economic analysis (including cost studies) and of education evaluation techniques to ensure the more efficient use of resources devoted to education, whether in terms of investment in plant, equipment and research, training of teachers or organization of the teaching/learning process;

(v) special attention to reducing the drop-out rates, especially among the culturally deprived sections of the population;

(vi) flexibility of the plan and continuity of the planning process in readiness for any adaptations which may be needed to meet unforeseen requirements;

(vii) territorial distribution of education facilities in harmony with the territorial distribution of the population and of economic units;

(viii) the differentiation and special requirements of planning at local, regional and national or federal level, with a view to increased international action.

2. Recommends to Member States:

that they seek the participation of the different groups of the society in fixing the objectives of the system of education and in the design of its future development;

that educational planning be conducted in close contact and co-operation with the teaching profession and with the administrative agencies concerned;

that public understanding for the needs and demands of educational planning and innovation be solicited on the broadest possible scale;

that practical instruments be developed to promote close contact between those in charge of planning and researchers, teachers and society as a whole (e.g. joint councils, advisory committees);

that due regard be paid to the particular advantages of decentralization of initiative at all levels so as to adapt plans to local and regional needs.

RECOMMENDATION A

The Conference,

Considering the requirements of general development (economic, social, cultural, civic, etc.);

Considering the resolution concerning the Second Development Decade adopted by the XXIInd General Assembly;

Considering the need to adapt educational planning strategies in terms of the aims of general development and within the context of the Second Development Decade;

Recommends:

(a) that Member States diagnose their problems on the basis of national and local conditions and, when planning, set targets reflecting the needs arising from the adaptation of education;

(b) that government authorities give due priority to the problems of education and employment in both urban and rural areas, so as to secure a better balance of communities;

(c) that particular attention be given, during the Second Development Decade, to increasing the qualitative and quantitative output of both school and out-of-school education, according to the requirements and the trend of economic and social development and the efficient functioning of the educational system, in particular by reducing repeating and drop-outs;

(d) that, to this end, the needs and aspirations of a changing society be reflected in a constantly improved curriculum; that new methods be employed to promote individual development; and that new structures be provided for life-long education and for administration and management involving the participation of all concerned;

(e) that, in preparing the new plans, attention be given (i) to the coherence and efficiency of the methods proposed, e.g. to factors such as the interplay between vocational guidance and the structure of employment and wage levels and (ii) to a realistic evaluation of the human, administrative or financial resources necessary for the implementation of the plans;

(f) that statistics and information permitting of an evaluation of the output of school education be considerably improved;

Invites Unesco, in co-operation with the United Nations, the Specialized Agencies and other appropriate bodies and subject to the availability of budgetary resources:

(a) to make greater provision, in its future programmes, for studies dealing specifically with the various aspects of a prospective approach to education, its methods and aims, so that it may help to reduce the uncertainties of the future and thereby increase the possibilities of promoting a better society by means of education;

(b) to develop analysis and measurement methods for evaluating the impact of education - and not merely school education - on general development;

(c) to continue studying and carrying out surveys on the adaptation of the curriculum, methods and structures of education to the needs and aspiration of a changing society;

(d) to give particular attention to the early completion of a study of what present population trends mean for the attainment of educational goals; such a study should include (i) 20 to 30-year projections of child populations of elementary and secondary school ages at present fertility rates and (ii) estimates of the financial implications for the construction and maintenance of facilities, provision of supplies and equipment, and the training and salaries of staff;

(e) to continue surveys and studies concerning the relations between education and the needs of the employment market;

(f) to extend projects concerned with functional literacy, the education of women, pre-primary education and special education in connexion with the Second Development Decade;

(g) to proceed with studies relating to the yield of schooling and methods designed to reduce repeating and drop-outs;

(h) to study methods which will make it possible to draw up coherent educational plans in accord with the needs of such countries as do not have more general plans into which they can be integrated;

(i) to suggest measures for standardizing the statistics and information prepared by Member States, with a view to the establishment of comparable indicators; in this work Unesco might collaborate with the United Nations, the Specialized Agencies and other appropriate bodies interested in devising indicators necessary for the analysis and diagnosis of the economic and social situation in each country; such indicators should make it possible to evaluate the functioning of the educational system and the short-term and long-term effects of measures adopted and investments in the educational sector upon economic, social, cultural and political development and may for example take into account the following factors:

(i) the satisfaction of needs and social and cultural aspirations;

(ii) educational attainment and fitness of curricula;

(iii) drop-outs and repeating;

(iv) unit costs;

(v) utilization of manpower;

(vi) external assistance and international co-operation

(vii) reforms and innovations

(viii) structures and administration;

(j) to ensure the publication of internationally comparable statistical data which would be useful in drawing up national plans and the exchange of the statistics and information prepared by Member States and the publicizing of the new indicators and concepts;

(k) to study the solutions that may be suggested by integration of the above-mentioned indicators, outlining, inter alia, the features of a typology representing not a classification of countries but an instrument for diagnosing problems and possibly deriving therefrom solutions which may be systematized in the form of model strategies.

RECOMMENDATION B

"The Conference,

Considering that the educational process can only achieve its full significance through the mutual enrichment of educators and students,

Considering that the younger generation must be consulted and closely associated with the adaptation of education to any changing society,

Expresses the hope that young people will be directly associated with innovation in regard to the spirit, the methods, the content and structures of education, Considering that educational planning cannot separate quantity from substance (structures, curriculum, methods, spirit); planning must henceforth be concerned as much with change as with expansion; innovations will have to be contemplated; and innovations should not be considered in isolation but as a whole, the trying out ofinnovations and their general introduction being planned in association with the extension of the educational system,

Expressing the opinion that educational planning and innovation are among the most essential means of social, cultural and economic progress and that the task of initiating and executing plans for educational development and innovation is an essential duty of the respective authorities,

Considering that a great variety of complex interrelations will be established, when innovations are introduced, among all the different parts of an educational system and that all the consequences of these innovations and all the forms of these interrelations must be scientifically studied,

Considering that the necessary development of the new relationship between educators and students will lead to numerous innovations in structure, methods and programme,

Considering that a considerable number of innovations occur in fact at the school level and that because of the absence of adequate machinery to ensure co-operation between the teacher and the higher administrative echelons of the educational hierarchy, no proper evaluation may take place of the possibility of launching these experiences on a massive scale,

Recommends that the competent authorities in Member States take account, in educational plans, of the necessity for co-ordinating the proposed innovations, and of their implications for the educational system as a whole;

Recommends that the competent authorities in Member States consider the need for an infrastructure for educational research in their countries, by identifying, collecting, evaluating and, if appropriate, diffusing innovations which may emerge from all levels of their educational systems.

Recommends that Unesco, subject to the availability of funds:

give active support to Member States in the preparation, execution and evaluation of national and regional experiments in the field of innovations, in co-operation with the United Nations, the United Nations Development Programme, the Specialized Agencies and other appropriate bodies;

make available to Member States information concerning existing innovations already evaluated and innovations which are being studied, tried out and evaluated".

RECOMMENDATION C

The Conference,

Considering that, since planning is an interdisciplinary approach, research on education should bear on all aspects of the educational process (pedagogical, but also economic, technological, scientific, cultural, psychological and social),

Recommends Member States:

to develop research in the various fields of education and its planning;

to stress interdisciplinary research projects concerning education and planning;

to encourage integrated arrangements for co-ordinating research and experimentation, preparation of the plan, training and in-service training of staff (specialists, administrators, teachers);

to see that research findings are circulated on a sufficiently wide scale to administrators and teachers;

Recommendations

Recommends Unesco

to encourage the preparation and execution of research and study projects, and particularly interdisciplinary research projects;

to explore, especially with the various financing bodies of the United Nations system co-operating in the implementation of multilateral aid projects, the ways in which such projects might always have sufficient funds for the evaluation of results and their publication;

to explore with the United Nations Development Programme (Special Fund sector) and the different Specialized Agencies of the United Nations (particularly ILO, FAO and UNIDO) the possibility of assisting in the execution of integrated national projects for the planning and administration of education, including research. Such assistance might include the supply of an interdisciplinary team, adequate equipment and the means required for the training of the counterpart national teams. Such projects should be extended over a sufficiently long period to cover the different stages of the planning, from preparations to the supervision of the plan;

to help Member States in devising means for strengthening co-operation in planning and innovations, between research workers, teachers, administrators and society as a whole (for example, joint councils, consultative committees, etc.);

to link its research programmes with the objectives of a prospective approach.

RECOMMENDATION D

The Conference,

Considering:

(a) that the implementation of educational plans as well as the achievement of the necessary change and reform of education may require a reorganization and modernization of administration;

(b) that the diversity of the specific tasks entrusted to the various specialists which any planning service needs, normally requires the work of interdisciplinary teams which may be established at appropriate governmental levels in Member States;

(c) the direct relationship which research on content and methods of education must have with all forms of formal and non-formal education and with research dealing with the various technical aspects of planning;

Recommends to Member States that they should:

(a) examine and if necessary improve the organization of the Ministry of Education and the institutional arrangements for consultation between ministries of education and other ministries, bodies and organizations representing all interests in society concerned in developing formal and non-formal education;

(b) establish or reinforce arrangements for effectively fulfilling the functions of educational planning units for example in the Ministry of Education, to conduct analysis, plan preparation, including programming and evaluation of plans;

(c) to strengthen the institutional links between the planning and administrative services on the one part and the educational research centres on the other, so that, in particular, the work programmes of the latter may be established in relation to educational plans and contribute to their elaboration and the continuing control of their implementation.

Invites Unesco:

(a) to assist in co-operation with the United Nations, the Specialized Agencies and other appropriate bodies in the implementation of the above;

(b) to extend its activities of technical assistance in the field of education to ministries or offices dealing with national development planning at their request;

(c) to take account of the interdependence of research and planning in its programme and its specialized activities.

RECOMMENDATION E

The Conference,

Considering:

(a) the need for properly trained personnel to carry out the necessary planning and administrative functions, including implementation;

(b) that both the reform of administration and the management of educational change where these are needed require corresponding training of the management personnel concerned;

(c) that it is necessary to co-ordinate policy on the training of educational planning specialists and to improve the integration of the various activities at present being undertaken in this field so as to improve their usefulness, and to use more effectively the existing specialists;

(d) the interest in the Inventory of Training and Research Institutes published by the IIEP, which the rapidly changing situation soon renders out of date;

(e) the need for new knowledge in several crucial areas, including comparative education;

(f) that the effectiveness of the work of the planning specialist is related to his career prospects;

(g) that other personnel should be involved in the educational planning process.

Recommends to Member States that:

(a) they should make arrangements for the selection, pre-service and in-service training of such specialist and general personnel as may be required in the light of the necessary functions;

(b) they should introduce appropriate courses about educational planning for many types of personnel involved;

(c) they should make arrangements to provide for the status and career prospects of planning specialists in relation to their technical standing.

Recommends to Unesco that it should, in co-operation with the United Nations, the Specialized Agencies and other appropriate bodies:

(a) take all necessary and feasible measures in respect of organization, fellowships and finance to strengthen the capability of IIEP and the Regional Centres to undertake efficiently the training of personnel in educational planning and management, reinforced by the necessary research, so as to assist Member States in meeting their defined requirements;

(b) prepare a periodical review and a detailed, complete inventory of all organizations dealing with training in methods and techniques of educational planning or familiarization with them;

(c) collect standardized data on these different organizations by a periodical questionnaire, for the publication of a brochure to be brought up-to-date annually;

(d) include in this inventory a list of research institutions engaged on work which could contribute to the training of educational planning specialists;

(e) organize periodical meetings of such organizations so as to enable the exchange of experience of programmes, methods and teaching materials;

(f) undertake a study of needs for educational planning specialists at different levels, in relation to the corresponding national programmes;

(g) assist Member States, when necessary, in establishing courses for training and familiarization in educational planning or in reinforcing the activities of these courses when they already exist;

(h) strengthen activities in research including studies in comparative education.

RECOMMENDATION F

The Conference,

Considering:

the difficulties encountered in evaluating precisely the various resources made available for education and in estimating unit costs;

the limitations affecting traditional national and external means of financing;

the need to render statistics relating to the financing of education comparable,

Noting that, in many developing countries, the central government cannot devote an ever-increasing proportion of its revenue to the financing of education without jeopardizing other national targets.

Recommends that Member States:

seek optimum utilization of available resources through rationalization and recourse to programme budgeting, so as to mobilize all the educational potentialities of society;

explore ways and means of encouraging local and private initiative in assuming responsibility for certain educational expenditure;

encourage studies that may lead to a better evaluation of the resources at present made available for education;

publish accounts for education from which total expenditure may be estimated and broken down for each educational activity;

attach all due importance to the internal study of educational budgets so as to achieve gradually a satisfactory apportionment of resources per educational level and item of expenditure and to obtain an economically sound educational system;

facilitate evaluation of the implementation of plans through permanent briefing, as regards educational expenditure, of those responsible for educational planning;

improve co-ordination of external aid, more particularly at the execution level, ensure that such aid is properly tied in with national development plans and arrange for evaluation of external aid for education;

increase international co-operation in the field of education as an important means of contributing to international understanding and the pursuit of peace;

Recommends that Unesco:

undertake, continue or assist such studies as may be needed for a more precise estimation of educational resources;

inquire whether national and international bodies can increase their aid to education and broaden the criteria they apply, for instance by assuming responsibility for some recurring expenditures involved in the implementation of some projects;

co-ordinate even more effectively its efforts in the field of technical assistance for education for both national projects and regional projects;

evaluate its technical assistance projects, and publish its findings;

assist Member States, at their request, in the analysis of financial statistics relating to education;

undertake, in collaboration with other international organizations, studies aimed at improving the comparability of statistics on educational financing;

consider as soon as may be the possibility of organizing an international meeting on the financing of education.

RECOMMENDATION G

The Conference,

Considering the nature of the discussions at the Conference and the scope of the resolutions adopted by it,

Brings urgently to the attention of the Director-General the following recommendations:

(a) that, as far as the Organization's financial resources permit, he reinforce its action in this domain, giving his support to the efforts of Member States in the matter of educational planning, more especially through the operational activities undertaken by the Organization in co-operation with the United Nations Development Programme (UNDP);

(b) that he develop those programmes of the Organization, the purpose of which is:

(i) to strengthen international co-operation in the field of research on the various techniques of educational planning;

(ii) to promote information and documentation;

(iii) to promote the training of experts in educational management and educational planning;

(c) that he take an active part in the preparations in the field of education for the Second Development Decade and the International Education Year, thus laying the basis for a strategy of international action by Unesco in support of educational development, including measures concerning:

1. Co-operation in research and pooling of experience;
2. Identification of common educational aims and objectives;
3. Education and employment;
4. Introduction of new syllabuses, methods, educational structures, and infusion of a new spirit;
5. Modernizing of educational administration;
6. Improvement of educational planning methods;
7. Training of educational administrators and specialists in educational planning; in-service training and career possibilities for planners and administrators;
8. Increase and better use of financial resources;
9. Public information concerning and participation under appropriate conditions, in problems of educational planning;

(d) that he study the possibility of convening at intervals meetings of specialists to advise him on the evaluation of developments in educational planning and to examine any plans that Member States may wish to put before the Organization;

(e) that adequate space be allotted to Unesco publications to experimental innovations for the purposes of educational development;

(f) that he study the possibility of giving greater assistance in educational planning to countries which cannot take advantage of the advisory services provided by Unesco within the context of UNDP or other assistance programmes.

RECOMMENDATION H

The Conference,

Considering the importance of circulating very full information among all Member States and all sectors of the public concerning the whole series of educational problems raised by the Conference on Educational Planning,

Considering that this information should cover all the interconnected and complementary aspects, administrative, economic, financial and pedagogic, of these problems,

Considering that document ED/ICEP/III, and the other documents prepared for the Conference, help to meet this need for information,

Expresses the hope that Unesco will arrange to have all these documents published in appropriate form, taking account of the additional corrections and observations submitted by Member States;

Authorizes the Director-General to edit the final version of these documents before their publication.

ANNEX I/ANNEXE I/ANEXO I/ПРИЛОЖЕНИЕ I

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS LISTA DE PARTICIPANTES/ СПИСОК УЧАСТНИКОВ

Names and titles in the following lists are reproduced as handed in to the Secretariat by the delegations concerned. Countries are listed in alphabetical order of their names in French.

Les noms et titres qui figurent dans les listes ci-après sont reproduits dans la forme où ils ont été communiqués au Secretariat par les délégations intéressées. Les pays sont mentionnés dans l'ordre alphabétique de leurs noms en français.

Los nombres y títulos que figuran en las listas siguientes se reproducen en la forma en que las delegaciones interesadas los han comunicado a la Secretaría. Los países mencionan en el orden alfabético de sus nombres en francés.

Фамилии и звания, указанные в нижеприведенном списке, воспроизводятся в том виде, в каком они были представлены Секретариату соответствующими делегациями. Страны перечислены во французском алфавитном порядке их наименований.

I. ETATS MEMBRES/MEMBER STATES/ ESTADOS MIEMBROS/ ГОСУДАРСТВА-ЧЛЕНЫ

AFGHANISTAN/AFGANISTAN/ АФГАНИСТАН		Mr. M. A. Ghaussi President Educational Planning Department
ALGERIE/ALGERIA/ARGELIA/ АЛЖИР	Chef de la Délégation Глава делегации	M. B. Hammiche Directeur Planification et orientation scolaires Ministère de l'éducation nationale
		M. A. Remili Chargé de mission Direction générale du plan et des études économiques Ministère d'Etat chargé des finances et du plan
		Mme. Y. Hammoutene Administrateur civil Chargée des problèmes de la planification de l'éducation et de la formation Direction générale du plan et des études économiques

REPUBLIQUE FEDERALE D'ALLEMAGNE FEDERAL REPUBLIC OF GERMANY REPUBLICA FEDERAL DE ALEMANIA ФЕДЕРАТИВНАЯ РЕСПУБЛИКА ГЕРМАНИИ	Head of Delegation	Professor Dr. Edding Technological University, Berlin
	Suppléant Заместитель	Dr. K. Roeloffs Ministère de la culture, Düsseldorf
		M. W. Josephi Ministère fédéral de l'intérieur
		Dr. F. Letzelter Secrétaire général Conseil de l'éducation
		Dr. M. Dettinger-Klemm Head of Department of Educational Planning Ministry of Cultural Affairs, Baden-Wurtt
		Mr. G. Knauss Department of Educational Planning Bavarian Ministry of Education, Munich
		Dr. C. Oehler Ministère de la culture du Land Rhénanie du Nord-Westphalie à Düsseldorf
		Dr. H. Granzow Secrétariat de la Conférence permanente des Ministres de la culture des Länder
ARABIE SAOUDITE/SAUDI ARABIA ARABIA SAUDITA/САУДОВСКАЯ АРАВИЯ		M. H. Alkhowaiter Délégué permanent auprès de l'Unesco
ARGENTINE/ARGENTINA/АРГЕНТИНА	Jefe de la Delegación	Lic. J. M. J. Cravero Presidente Consejo de Planeamiento (Oficina Sectorial de Desarrollo "Educación")
		Profesor B. C. A. Villarreal Sub-Secretario Ministerio de Educación de la Provincia de Buenos Aires
		Profesor D. L. Wiñar Asesor Sector de Educación Secretaría del Consejo de Desarrollo
AUSTRALIE/AUSTRALIA/АВСТРАЛИЯ	Head of Delegation	Mr. H. K. Coughlan Assistant Secretary Department of Education and Science
		Mr. D. Verco Associate Director-General of Education New South Wales

AUTRICHE/AUSTRIA/АВСТРИЯ		Professor K. Grohmann Fonctionnaire Education nationale
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		M. V. Geens Directeur général de l'énseignement technique
		Professeur C. van der Bruggen Professeur à l'Université de Louvain
REPUBLIQUE SOCIALISTE SOVIETIQUE DE BIELORUSSIE/BYELORUSSIAN SOVIET SOCIALIST REPUBLIC/REPUBLICA SOCIALISTA SOVIETICA DE BIELORRUSIA/ БЕЛОРУССКАЯ СОВЕТСКАЯ СОЦИАЛИСТИЧЕСКАЯ РЕСПУБЛИКА	Chef de la Délégation	Professeur A. A. Malychev Vice-Recteur de l'Université d'Etat de Biélorussie
		Professeur M. Martynov Directeur adjoint Département de l'instruction publique
BIRMANIE/BURMA/BIRMANIA/БИРМА	Head of Delegation	Major Nyunt Maung Officer on Special Duty Ministry of Education
		U Pe Thein Tin Third Secretary Permanent Delegation of Burma to Unesco
		U San Tint Cultural Attaché Burmese Embassy, Prague
BOLIVIE/BOLIVIA/БОЛИВИЯ	Jefe de la Delegación	Profesor A. Aguirre Siles Director de Planificación Educativa
		Señor Profesor Carmona Maldonado Asesor General del Ministerio de Educación
BRESIL/BRAZIL/BRASIL/БРАЗИЛИЯ	Head of Delegation	Dr. A. Lopes Corrêa Co-ordinator Education and Manpower Sector Ministry of Planning
		Mr. G. Dutra de Fonseca Advisor Human Resources Sao Paulo Government
BULGARIE/BULGARIA/БОЛГАРИЯ	Chef de la Délégation	S. Exc. Professeur A. P. Tchauchev Ministre-adjoint de l'éducation nationale
		M. T. Avramov Chargé de la Section de l'emploi auprès du Comité du travail et des salaires
		M. B. Peikov Chef du Département de l'éducation auprès du Comité d'Etat de la planification

BURUNDI/БУРУНДИ	Chef de la Délégation	M. C. Gahungu Directeur général Ministère d'éducation
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		M. D. Mazuru Attaché culturel Ambassade du Burundi
CAMBODGE/CAMBODIA/CAMBOYA/КАМБОДЖА		Son Altesse E. Sisowath Ambassadeur Délégué permanent auprès de l'Unesco
CAMEROUN/CAMEROON CAMERUN/КАМЕРУН	Chef de la Délégation	S. Exc. M. Z. Mongo-Soo Ministre de l'éducation
		S. Exc. El-Hadj M. Haman Dicko Ambassadeur Délégué permanent auprès de l'Unesco
		M. S. Belinga Professeur à la Faculté des sciences Université du Cameroun
		Dr. J. A. Minlend-Nyobe Expert du Ministère du plan et du développement Chargé des études de la planification et des programmes
		M. E. Ndedi-Mpacko Chef Service de la planification Ministère de l'éducation nationale
CANADA/КАНАДА	Head of Delegation	Dr. F. Gathercole Director of Education Saskatoon Public Schools, Saskatchewan
		Mr. R. Blackburn Third Secretary Permanent Delegation
		Dr. L. W. Downey Director Alberta Human Resources Research Council
		Mr. D. B. Estabrooks Chief Superintendent of Schools New Brunswick
		Mr. F. P. Levirs Superintendent of Education British Columbia

		Mr. F. Ouellet Professor University of Carlton
		Mr. C.H. Williams Associate Superintendent of Curriculum Ontario
REPUBLIQUE CENTRAFRICAINE CENTRAL AFRICAN REPUBLIC REPUBLICA CENTROAFRICANA ЦЕНТРАЛЬНОАФРИКАНСКАЯ РЕСПУБЛИКА	Chef de la Délégation	M. L.P. Gamba Chef Service de planification et statistiques de l'éducation
		M. D. Yesse Service de planification et statistiques de l'éducation
		Professeur A. Gollondo Professeur de psychopédagogie
		M. M. Guiakora Attaché culturel
CEYLAN/CEYLON/CEILAN/ЦЕЙЛОН	Head of Delegation	H.E. Mr. E.F.L. de Silva Ambassador Permanent Delegate to Unesco
		Mr. D. de Silva Director Technical Education
CHILI/CHILE/ЧИЛИ		Sr. D. Valenzuela Delegado Permanente Adjunto de Chile ante la Unesco
CHINE/CHINA/КИТАЙ	Head of Delegation	H.E. Dr. C. Yao Ambassador Permanent Delegate to Unesco
		Professor Dr. L. Chang Deputy Permanent Delegate to Unesco
		Professor C. Chiu Deputy Permanent Delegate to Unesco
CHYPRE/CYPRUS/CHIPRE/КИПР	Head of Delegation	Mr. C. Georgiades Director of Education
		Dr. A. Kouros Head of Department of Elementary Education
COLOMBIE/COLOMBIA/КОЛУМБИЯ	Jefe de la Delegación	Sr. J. Mendez Rector Universidad Nacional
		Sr. A. Franco-Arbeláez Acting Chief of the Planning Division Ministry of Education

		Sr. O. Pérez Jefe de la Oficina de Planeamiento Ministerio de Educación
		Dr. F. Pizano-De Brigard Rector of the University of "Los Andez"
		Sr. J. Toro Director de Recursos Humanos Departamento Administrativo de Planeación Nacional
		Dr. R. Vivas Dorado Economista Ministerio de Educación Nacional
CONGO (BRAZZAVILLE)/КОНГО (БРАЗЗАВИЛЬ)		M. R.P. Bordier Conseiller technique Planification scolaire
CONGO (Rép. Démocratique du) CONGO (Democratic Rep. of the) CONGO (Rep. Democrática del) КОНГО (Демократическая Республика)	Chef de la Délégation	M. J.V. Zebot Directeur du Cabinet
		M. J. Mwilambwe Directeur des services pédagogiques
		M. Guitera Service de planification Ministère de l'éducation nationale
		M. J. Ntumba Fonctionnaire
		Melle A. Makosso Secrétaire à l'éducation nationale
COREE/KOREA/COREA/КОРЕЯ		S. Exc. M. J.S. An Ministre plénipotentiaire Ambassade de Corée
COTE D'IVOIRE/IVORY COAST COSTA DE MARFIL/БЕРЕГ СЛОНОВОЙ КОСТИ		M. B. Alla-Yao Chef de l'unité de planification et de statistiques
CUBA/КУБА	Jefe de la Delegación	Sr. J. González Corona Director Planeamiento Educacional Ministerio de Educación
		Sra. M. Villa Quintero Oficina de Planeamiento de la Educación
DAHOMEY/ДАГОМЕЯ		M. R. Ramognino Chargé de la planification et de la statistique

DANEMARK/DENMARK/DINAMARCA/ДАНИЯ		Mr. G. Thomsen Head of Division Ministry of Education
REPUBLIQUE DOMINICAINE DOMINICAN REPUBLIC/REPUBLICA DOMINICANA ДОМИНИКАНСКАЯ РЕСПУБЛИКА		Excmo. Sr. H. Aristy Embajador Delegado Permanente ante la Unesco
EL SALVADOR/САЛЬВАДОР		Excmo. Dr. R. Gallardo Embajador Jefe de la Representación Permanente ante la Unesco
EQUATEUR/ECUADOR/ЭКВАДОР	Chef de la Délégation	Dr. L.E. Jaramillo Délégué permanent
		M. G. Ponce-Benavides Délégué adjoint de l'Equateur auprès de l'Unesco
ESPAGNE/SPAIN/ESPANA/ИСПАНИЯ	Jefe de la Delegación	Ilmo. Sr. R. Díez Hochleitner Secretario General Técnico Ministerio de Educación y Ciencia
		Sr. M. Azpilicueta Jefe Adjunto Cabinete de Estudios Comisaría Plan de Desarrollo
		Profesor J.M. Paredes Grosso Escuela Nacional de Administración Pública
		Dr. J. Tena-Artigas Jefe del Servicio de Planificación y Estadística Ministerio de Educación
ETATS-UNIS D'AMERIQUE UNITED STATES OF AMERICA ESTADOS UNIDOS DE AMERICA СОЕДИНЕННЫЕ ШТАТЫ АМЕРИКИ	Head of Delegation	Dr. R. Leestma Director Institute of International Studies U.S. Office of Education
		Professor C.A. Anderson Director Comparative Education Center University of Chicago
		Dr. B.W. Hansford Commissioner of Education State Department of Education Denver
		Dr. E. Thorbecke Associate Assistant Administrator Agency for International Development

ETHIOPIE/ETHIOPIA/ETIOPIA/ЭФИОПИЯ	Head of Delegation	Mr. T. Terrefe Assistant Minister for Programme Planning and Research
		Mr. H. M. Misginna Permanent Delegate to Unesco
FINLANDE/FINLAND FINLANDIA/ФИНЛЯНДИЯ	Head of Delegation	Mr. R. Virtanen Director Bureau of Educational Planning National Board of Schools
		Mr. J. Itālā Chairman of the Commission for Educational Planning
		Mr. J. Lehtinen Researcher National Planning Office
		Mr. P. Rantanen Deputy Permanent Delegate to Unesco
FRANCE/FRANCIA/ФРАНЦИЯ	Chef de la Délégation	M. G. Beis Chef du Service de l'énseignement au Secrétariat d'Etat Ministère des affaires étrangères
		M. M. Botti Directeur du Groupe de recherche "Economie de l'éducation" Institut d'étude du développement économique et social Université de Paris
		M. Y. Brunsvick Secrétaire général Commission nationale française
		M. G. Metais Chargé de mission Commissariat général du plan
GABON/ГАБОН		M. E. Moure Chef du Bureau de la planification de l'éducation Ministère de l'éducation nationale
GHANA/ГАНА	Head of Delegation	Mr. A. K. A. Tinkorang Principal Education Officer in charge of Planning
		Mr. G. B. Amoh Diplomat Ghana Embassy
GRECE/GREECE/GRECIA/ГРЕЦИЯ		M. G. R. Oikonomacos Inspecteur général de l'éducation moyenne Ministère de l'éducation nationale

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HONDURAS/ГОНДУРАС		Professeur Dr. C. Deambrosis-Martins Délégué permanent auprès de l'Unesco
HONGRIE/HUNGARY/HUNGRIA/ВЕНГРИЯ	Chef de la Délégation	Dr. J. Sarka Directeur de l'Institut pédagogique - national de Hongrie
		Professeur G. Agoston Professeur de pédagogie Université de Szeged
		M. R. Cravero Chef de Section Bureau national de planification
INDE/INDIA/ИНДИЯ		Dr. P. Kirpal Former Secretary and Educational Adviser to the Government of India Director National Council of Educational Research and Training
INDONESIE/INDONESIA/ИНДОНЕЗИЯ		Mr. W. Kartomo Director Bureau of Research and Planning Department of Education
IRAK/IRAQ/ИРАК		H.E. Dr. Professor A.A. Al-Bassam Ambassador Permanent Delegate to Unesco
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		Mr. M.T. Moayeri Director for Planning Section Ministry of Education
IRLANDE/IRELAND/IRLANDA/ИРЛАНДИЯ		Mr. W.J. Hyland Senior Statistician Department of Education
ISRAEL/ИЗРАИЛЬ	Head of Delegation	H.E. Mr. M. Avida Ambassador Permanent Delegate to Unesco

		Dr. D. Ronen Assistant to the Minister Ministry of Education and Culture Head of the Planning Unit
ITALIE/ITALY/ITALIA/ИТАЛИЯ	Chef de la Délégation	Professeur B. Colombo Professeur de démographie Université de Padoue
		Dr. U. Rossi Directeur générale des échanges culturels Ministère de l'instruction publique
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		Professeur F. Franceschini Professeur
		Professeur A. Trotta Directeur Centre d'information didactique technique
JAPON/JAPAN/ЯПОНИЯ	Head of Delegation	Mr. K. Nishida Counsellor for Educational Planning Ministry of Education
		Mr. K. Soda First Secretary Deputy Permanent Delegate to Unesco
KOWEIT/KUWAIT/KUWEIT/КУВЕЙТ		Dr. A. Humaidan Acting Delegate to Unesco
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		M. K. Souk Hauong
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		Mr. S. Mazloum
LIBERIA/ЛИБЕРИЯ	Head of Delegation	Mrs. B. Baker-Azango Director Evaluation and Guidance Department of Education
		Mr. A. Hare Director Division of Records and Statistics Department of Education

LIBYE/LIBYA/LIBIA/ЛИВИЯ	Chef de la Délégation	Mr. A. Ben Lamin Délégué permanent auprès de l'Unesco
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		M. G. Rakotonaivo Chef de Service provincial des finances (Tuléar)
		M. E. Rakotonomenjanahary Chef de Service de planification de l'éducation
		M. J.B. Randriamanana Secrétaire permanent du Comité interministériel du plan et du développement Commissariat général au plan
MALAISIE/MALAYSIA/MALASIA/МАЛАЙЗИЯ	Chef de la Délégation	S. Exc. M.K. Arianayagam Ministre plénipotentiaire Délégué permanent
		Mr. S.V.J. Ponniah Director of Higher Education, Planning and Research
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MALTE/MALTA/МАЛЬТА	Head of Delegation	Miss M. Mortimer Assistant Director of Education
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		Mr. R. Gautier Inspecteur Education nationale Expert en planification de l'éducation
MEXIQUE/MEXICO/МЕКСИКА	Jefe de la Delegación	S. Exc. Dr. M. Alcalá Embajador Delegado Permanente de México ante la Unesco
		Lic. J.E. Domínguez Ramírez Técnico Secretaría de Educación Pública
		Profesor Ing. V. Ramírez Izquierdo Investigador en Recursos Humanos Banco de México Asesor Comisión Técnica de Planeación Universitaria U. N. A. M.
		Profesor Ing. O. Méndez Nápoles Jefe, Oficina de Recursos Humanos, Banco de México Asesor de la Dirección General, Centro Nacional de Productividad Consejero, Comisión Técnica de Planeación Universitaria, Universidad Nacional Autónoma de México Secretario Técnico, Comisión Nacional de Planeamiento Integral de la Educación Asesor, Centro Nacional de Planeación. de la Enseñanza Superior Coordinador del Comité de Ciencias, Comisón Nacional de México para la Unesco
MONACO/МОНАКО		M. P. Caruta Premier Secrétaire Légation de Monaco en France
NIGERIA/НИГЕРИЯ	Head of Delegation	Mr. S. Ade-John Permanent Secretary Ministry of Education (Federal)
		Mr. A. Adeleye
		Mr. F.A. Durosimi-Etti Permanent Secretary Ministry of Education Lagos State
		Mr. D.O. Somoye Chief Education Officer Planning of Development

NORVEGE/NORWAY/NORUEGA/НОРВЕГИЯ		Mr. K. Eide Director Head of Planning Department Ministry of Education
NOUVELLE ZELANDE/NEW ZEALAND NUEVA ZELANDIA/НОВАЯ ЗЕЛАНДИЯ		Mr. J. Allan Principal Hamilton Teacher's College
OUGANDA/UGANDA/УГАНДА		Mr. J.B. Mukalazi Economist Manpower Section Ministry of Planning and Economic Development
		Mr. D.S. Sentongo Planning Officer Ministry of Education
PANAMA/ПАНАМА	Head of Delegation	Mr. H.F. Porras Director General of Planning Presidency of the Republic
		Sra. R.M. de Vásquez Profesora Representante del Consejo Ejecutivo Junta de Personal Ministerio de Educación
PAYS-BAS/NETHERLANDS PAISES BAJOS/НИДЕРЛАНДЫ	Head of Delegation	Dr. H. Veldkamp Director Research and Planning Department Ministry of Education and Sciences
		Dr. J.F. de Jongh Directeur Institut de recherches
		Dr. G. Strasser Chef Section des organisations internationales et de l'aide au développement Ministère de l'éducation et des sciences
PHILIPPINES/FILIPINAS/ФИЛИППИНЫ		Mr. J. L. Manuel Director Public Schools
POLOGNE/POLAND/POLONIA/ПОЛЬША	Chef de la Délégation	M. W. Pokora Directeur général Ministère de l'instruction publique et de l'enseignement supérieur
		Mme. M. Zakowa Inspectrice générale Ministère de l'instruction publique et de l'enseignement supérieur

REPUBLIQUE ARABE UNIE UNITED ARAB REPUBLIC REPUBLICA ARABE UNIDA ОБЪЕДИНЕННАЯ АРАБСКАЯ РЕСПУБЛИКА	Head of Delegation	Dr. Professor Y. S. Kotb Vice-Rector Ain Shams University
		Mr. M. S. Sha[illegible]n Under-Secretary of the State Ministry of Education
ROUMANIE/ROMANIA/РУМЫНИЯ	Chef de la Délégation	S. Exc. Professeur V. Lipatti Ambassadeur Délégué permanent auprès de l'Unesco
		Dr. P. Burloiu Directeur d'Etat pour la planification
ROYAUME-UNI/UNITED KINGDOM REINO UNIDO/СОЕДИНЕННОЕ КОРОЛЕВСТВО	Head of Delegation	Mr. A. R. Thomas Under-Secretary Education Division Ministry of Overseas Development
		Mr. J. B. Beaumont Assistant Secretary Scottish Education Department
		Dr. I. C. R. Byatt Senior Economic Adviser Department of Education and Science
		Mr. J. R. Clark Director of Education, Aberdeen
		Professor W. Taylor Director University of Bristol Institute of Education and Research Consultant Department of Education and Science
		Professor J. E. Vaizey Professor Member Unesco National Commission
RWANDA/РУАНДА	Chef de la Delegation	M. P. C. Iyamulemye Licencié en psychopédagogie Secrétaire général Chargé du Départment des études et programmes
		M. A. Ngabonzima Licencié en économie et administration Directeur général au plan national de développement
SINGAPOUR/SINGAPORE/SINGAPUR/СИНГАПУР		Mr. Cheong Hock Hai Assistant Director of Education
SOMALIE/SOMALIA/СОМАЛИ		Mr. M. Abdinur Yusuf Head of Educational Planning Service Ministry of Education

SOUDAN/SUDAN/СУДАН	Head of Delegation	Mr. H. El-Sanousi Head Planning Section Ministry of Education
		Mr. A. Idris Cultural Attaché Delegate to Unesco
SUEDE/SWEDEN/SUECIA/ШВЕЦИЯ	Head of Delegation	Dr. O. Olsson Head of Division National Swedish Board of Education
		H.E. Mr. H.W. Tamm Ambassador Technical Councillor Permanent Swedish Delegate to Unesco
		Dr. J. Bengtsson Researcher in Education
SYRIE/SYRIA/SIRIA/СИРИЯ		M. S. Droubi Conseiller culturel Ambassade de la République arabe syrienne
TANZANIE/TANZANIA/ТАНЗАНИЯ		Mr. M.J. Kinunda Head Planning Section Ministry of Education
TCHAD/CHAD/ЧАД	Chef de la Délégation	M. A. Tallot Délégué permanent auprès de l'Unesco
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		M. F. Bucchini Conseiller technique Directeur de planification
TCHECOSLOVAQUIE/CZECHOSLOVAKIA CHECOSLOVAQUIA/ЧЕХОСЛОВАКИЯ	Head of Delegation	H.E. Dr. J. Havelka Vice-Minister of Education
		Dr. Ing. A. Kamiac Assistant Professor High School of Economics Director Institute of Economy of Education Bratislava
THAILANDE/THAILAND TAILANDIA/ТАИЛАНД		Dr. K. Swasdi Panich Director Educational Planning Division Ministry of Education
TOGO/ТОГО		S. Exc. Dr. F.N. Agblemagnon Ambassadeur Délégué permanent auprès de l'Unesco

	Chef de la Délégation	M. M. Voule-Fritz Conseiller technique Ministère de l'éducation nationale Directeur Service de la planification de l'éducation
TUNISIE/TUNISIA/TUNEZ/ТУНИС		M. H. Ben Achour Attaché culturel Ambassade de Tunisie
TURQUIE/TURKEY/TURQUIA/ТУРЦИЯ		Mr. N. Karcioglu Head of Budget and Planning Department Ministry of Education
REPUBLIQUE SOCIALISTE SOVIETIQUE D'UKRAINE/UKRAINIAN SOVIET SOCIALIST REPUBLIC/REPUBLICA SOCIALISTA SOVIETICA DE UCRANIA/УКРАИНСКАЯ СОВЕТСКАЯ СОЦИАЛИСТИЧЕСКАЯ РЕСПУБЛИКА	Head of Delegation	Professor P. Rodine Director Department of Scientific Research Ministry of Higher and Secondary Technical Education
		Professor P. Zachtchita Chief of Planning Division Ministry of Education
UNION DES REPUBLIQUES SOCIALISTES SOVIETIQUES/UNION OF SOVIET SOCIALIST REPUBLICS/UNION DE REPUBLICAS SOCIALISTAS SOVIETICAS/СОЮЗ СОВЕТСКИХ СОЦИАЛИСТИЧЕСКИХ РЕСПУБЛИК	Chef de la Délégation	Professeur D. Tchuprounow Directeur Département de la planification de l'éducation Ministère de l'enseignement
		Professeur V. Oussanov Directeur Département du financement de la planification Direction du Ministère de l'instruction publique
URUGUAY/УРУГВАЙ		Sr. R.O. Cecilli Profesor Planeamiento Educativo Universidad del Trabajo
		Dr. J. Jardi Abella Secretaria Asociación de Profesores de Enseñanza Secundaria Profesora Enseñanza Secundaria
VIETNAM/VIET-NAM/ВЬЕТНАМ	Chef de la Délégation	S. Exc. M. le Professeur Nguyen Quoc Dinh Ambassadeur Délégué permanent auprès de l'Unesco
		M. Duong Hong Chuong
		Professeur H. Nguyen Dinh Conseiller culturel Délégué permanent adjoint auprès de l'Unesco

YOUGOSLAVIE/YUGOSLAVIA/ЮГОСЛАВИЯ	Chef de la Délégation	M. H. Hadziomerović Professeur Université de Sarajevo
		S. Exc. M.D. Popovski Ambassadeur Délégué permanent auprès de l'Unesco
		M. B. Djordjević Directeur général adjoint Institut fédéral pour la planification Planificateur-Economiste
		M. V. Kozak Collaborateur Institut pour la planification de l'économie Economiste
		M. B. Marendić Collaborateur Institut yougoslave pour les recherches économiques Mag. des sciences économiques
		Mme N. Novosel Secrétaire-adjoint pour l'éducation et la culture Rép. fédérale de Croatie

II. ETATS NON MEMBRES/NON MEMBER STATES/ESTADOS NO MIEMBROS ГОСУДАРСТВА, НЕ ЯВЛЯЮЩИЕСЯ ЧЛЕНАМИ ЮНЕСКО

SAINT-SIEGE/HOLY SEE SANTA SEDE/ВАТИКАН	Chef de la Délégation	Mgr. J. Zabkar Observateur permanent après de l'Unesco
		Révérend Père F. Russo Conseiller ecclésiastique du Centre catholique auprès de l'Unesco
		M. M. Descamps Administrateur scolaire
		Mme. M.S. de Chalus

III. ORGANISATIONS DU SYSTEME DES NATIONS UNIES
ORGANIZATIONS OF UNITED NATIONS SYSTEM
ORGANIZACIONES DEL SISTEMA DE LAS NACIONES UNIDAS
ОРГАНИЗАЦИИ СИСТЕМЫ ООН

NATIONS UNIES/UNITED NATIONS	Mr. D. McGranshan Director United Nations Research Institute for Social Development
FONDS DES NATIONS UNIES POUR L'ENFANCE UNITED NATIONS CHILDREN'S FUND	M. J.V.E. Guibbert Assistant du Directeur Chef Division de développement des programmes
	M. A. Decouflé Administrateur des programmes
PROGRAMME DES NATIONS UNIES POUR LE DEVELOPPEMENT/UNITED NATIONS DEVELOPMENT PROGRAMME	Mr. K. Luke Research and Training Division
INSTITUT DE RECHERCHE DES NATIONS UNIES POUR LE DEVELOPPEMENT SOCIAL/UNITED NATIONS RESEARCH INSTITUTE FOR SOCIAL DEVELOPMENT	Mr. J.M. Collette Research Officer
ORGANISATION INTERNATIONALE DU TRAVAIL INTERNATIONAL LABOUR ORGANISATION	Mr. S. Grabe Chief Studies and Reports Section Vocational Training Branch
ORGANISATION DES NATIONS UNIES POUR L'ALIMENTATION ET L'AGRICULTURE FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS	Professor F.B. Wilson Chief Agricultural Education Branch
	Mr. R. Rowat Rural Institutions Officer
ORGANISATION MONDIALE DE LA SANTE WORLD HEALTH ORGANIZATION	Dr. A.H. Martikainen Chief Health Education
	Dr. T. Lawrence Health Education Adviser
BANQUE INTERNATIONALE POUR LA RECONSTRUCTION ET LE DEVELOPPEMENT/INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT	Mr. B.M. Cheek Deputy Head Education Division
	Mr. C.L. Germanacos Education Adviser
	Mr. F. Steuber Liaison Officer European Office
	Mr. H.H. Thias Economist

IV. ORGANISATIONS INTERGOUVERNEMENTALES
INTERGOVERNMENTAL ORGANIZATIONS
ORGANIZACIONES INTERGUBERNAMENTALES
МЕЖПРАВИТЕЛЬСТВЕННЫЕ ОРГАНИЗАЦИИ

BANQUE AFRICAINE DE DEVELOPPEMENT AFRICAN DEVELOPMENT BANK	Mr. L. D. Matovu Senior Loans Officer
BANQUE INTERAMERICAINE DE DEVELOPPEMENT INTERAMERICAN DEVELOPMENT BANK	Mr. F. Accame Chief Advanced Education Section
BUREAU D'EDUCATION IBERO-AMERICAIN IBERO-AMERICAN BUREAU OF EDUCATION	M. E. Babino Chef Departement de l'enseignement technique
	Sr. J. Moneo Colaborador
	Sr. E. Warleta Fernandez Subsecretario Técnico
COMMISSION DE LA COMMUNAUTE ECONOMIQUE EUROPEENNE/COMMISSION OF THE EUROPEAN ECONOMIC COMMUNITY	M. M. Gibon Conseiller principal Direction générale des affaires économiques et financières
	M. M. L. J. G. Trousseau Administrateur principal
	M. E. de la Parra Chef de division
	M. R. Tavitian Chef de division
LIGUE DES ETATS ARABES/LEAGUE OF ARAB STATES	M. R. Chaffey Délégué permanent
ORGANISATION DES ETATS AMERICAINS ORGANIZATION OF AMERICAN STATES	Professor O. A. De León Senior Specialist Department of Educational Affairs
ORGANISATION DE COOPERATION ET DE DEVELOPPEMENT ECONOMIQUE/ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT	M. M. Debeauvais
	M. L. Emmerij
SECRETARIAT DU COMMONWEALTH COMMONWEALTH SECRETARIAT	Dr. H. W. Springer Assistant Secretary General

V. ORGANISATIONS INTERNATIONALES NON GOUVERNEMENTALES ENTRETENANT DES RELATIONS DE CONSULTATION AVEC L'UNESCO (CATEGORIES A ET B)

INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS IN CONSULTATIVE RELATIONSHIP (CATEGORIES A AND B) WITH UNESCO

ORGANIZACIONES INTERNACIONALES NO GUBERNAMENTALES QUE MANTIENEN RELACIONES DE CONSULTA CON LA UNESCO (CATEGORIAS A Y B)

МЕЖДУНАРОДНЫЕ НЕПРАВИТЕЛЬСТВЕННЫЕ ОРГАНИЗАЦИИ, ИМЕЮЩИЕ КОНСУЛЬТАТИВНЫЙ СТАТУС ПРИ ЮНЕСКО (КАТЕГОРИИ А И В)

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FEDERATION INTERNATIONALE DES FEMMES DIPLOMEES DES UNIVERSITES/INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN	Melle M. Stephen
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OFFICE INTERNATIONAL DE L'ENSEIGNEMENT CATHOLIQUE/CATHOLIC INTERNATIONAL EDUCATION OFFICE	Dr. A. Van Den Bosh Directeur Service de statistiques et de planification du SNEC, Bruxelles
	Mr. A. E. C. W. Spencer Director Department of Education and Socio-Religious Research Cavendish Square College, London Lecturer in Sociology of Education
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IIEP, REGIONAL CENTRES, EXPERTS
IIPE, CENTROS REGIONALES, EXPERTOS
МИПО, РЕГИОНАЛЬНЫЕ ЦЕНТРЫ, ЭКСПЕРТЫ

INSTITUT INTERNATIONAL DE PLANIFICATION DE L'EDUCATION
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ANNEX II/ANNEXE II/ANEXO II/ПРИЛОЖЕНИЕ II

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Rapporteur	M. A.K.A. Tinkerang (Ghana)

NNEX III

ADDRESS BY MR. RENE MAHEU, DIRECTOR-GENERAL OF UNESCO AT THE OPENING OF THE INTERNATIONAL CONFERENCE ON EDUCATIONAL PLANNING

Paris, 6 August 1968

Your Excellencies,
Ladies and Gentlemen,

In welcoming you to Unesco's Headquarters, I should first like to say how happy I am to see so many distinguished people gathered here. The participation of Ministers of Education and senior education officials bears witness to the importance that Member States attach to this Conference and to the hopes they place in it, whilst the presence of representatives of the United Nations and other Specialized Agencies, and of observes from a number of intergovernmental organizations and many international non-governmental organizations with consultative status sets a final seal on the importance of your work and on its broad interdisciplinary character.

It is true that many of you began to show your interest in this Conference long before entering this hall today. Indeed, it is not often that the Secretariat has enjoyed such active and extensive assistance in the preparation of an international meeting, for 75 Member States submitted within the allotted time their replies to the detailed questionnaire sent out to them in July 1967. Further, several National Commissions, to which I would like to pay tribute here, organized expert seminars to examine a number of items on your agenda. I would mention, among others, the seminars held at Banyuls and in London, on the initiative of the French and British National Commissions respectively, whose contribution to the preparation of your deliberations was of great value, many elements being used, together with the replies to the questionnaire, in the elaboration of the working paper before you. The organizations of the United Nations system have also provided valuable assistance, and while it is not possible for me to thank each of them by name, I should at least like to call attention to the value of the conclusions reached by the Technical Meeting of Experts on the Organization and Planning of Vocational Training, which the International Labour Office convened in December 1967 at Geneva.

Unesco has been organizing regional conferences on education, at ministerial level, for twelve years past. The first was held at Lima in 1956, for Latin America; the most recent, which was attended by representatives of 36 African countries ended ten days ago at Nairobi. All, I need hardly say have given due attention to the questions of educational planning. Nevertheless, the Conference which brings you together today is clearly different from its predecessors. It is not regional, but broadly international, and it is centred entirely on educational planning. It will therefore, no doubt, provide occasion firstly for drawing up an initial balance sheet of what is being done throughout the world for educational development, and secondly - or so, at least, I hope - paving the way for a new stage in this development.

In reviewing what has been done so far, the very first point to be noted is, I believe, what is now the almost universal acceptance of educational planning. This achievement is by no means negligible. We are, indeed, not far from the days when many educationalists saw planning as a negation of the spirit of freedom which is the foundation of education, just as many economists saw education as a purely consumer activity, in which only those countries which had already reached a certain level of material prosperity were supposed to be able to indulge seriously. Things have changed greatly, and today all are agreed - the presence here of senior officials from the International Bank for Reconstruction and Development and the Inter-American Development Bank is striking evidence of the fact - that education is one of the most essential, if not the most essential, of pre-investments, since the exploitation of natural resources depends, as experience has shown, on the development of human resources. Everyone, moreover, understands that the management of such a rapidly-expanding enterprise as the educational system calls for new administrative methods and that the development of education as a part of general development is inconveivable without machinery for forecasting and co-ordinating - in other words without planning.

Another advance which has taken place over the past ten years or so is worthy of note. This is the fact that the notion of educational planning itself has been defined much more clearly and that certain misunderstandings have - not without difficulty - been dispelled. Permit me, in this connexion, to remind you of the lengthy discussions, not to say arguments, between the partisans of school education on the one hand and those of informal education on the other, between the proponents of quantity and the advocates of quality, between those who recommended an economic approach and those who stressed the importance of social requirements; not to mention the quarrels which, under the surface or openly, opposed administrators of the traditional type to the technicians of modern planning. All that, I believe, is now behind us, or at least very largely so. When we speak of educational planning we now know that it must affect the whole of education, from the primary school to the university, that it concerns both school and out-of-school activities, that it involves adults as well as children. Further it is becoming clear that planning must, at one and the same time, embrace the content, the methods and the structures of education. Reduced to a scientific calculation of enrolments and costs, it would be nothing more than a somewhat vain exercise in econometrics, for it would take no account of the very substance of education.

Thus, thanks to the considerable efforts at conciliation and synthesis made over the past few years, it now seems possible to state that agreement has been reached on the definition of educational planning, on its terminology and on its methods. I believe therefore that the time has come to attempt with the instruments which planning furnishes, to tackle the concrete problems that the development of education sets.

Among these problems, there is one which sums up practically all the others, and that is the problem of output. Whilst it may be wished that a larger share of the national income should be allocated to education - although some of the least favoured countries appear to have reached the limit of their capacities in this respect - the most important thing of all is to get the best out of existing resources. The nation will, in any case, be all the more willing to make fresh efforts if it can be confident that resources will be used to the best effect. It must be admitted that at present this is not the case.

To begin with, what I would call the "internal output" of education is low. Too often it seems that educational establishments become incapable of achieving their immediate object, which is to carry pupils and students through to the termination of their studies. As you know, the percentages of drop-out and repeaters are often appallingly high. Let me take two examples from your working paper. The first concerns Asia: out of 17 Asian countries for which Unesco's Regional Bureau in Bangkok was able to collect usable data in 1967, seven had a wastage rate of between 36 and 80% and two a rate of more than 80%. The second example concerns Africa: for the continent as a whole, repeating has, in the last few years, increased more than actual school enrolment. In primary education, this phenomenon stands out above all in the developing countries; but in secondary and higher education, it is more or less general. Here, you may perhaps wish to set targets which we should try to reach and to recommend practical measures for planning the gradual reduction of the rates of school wastage.

Secondly, even when what I have termed the "internal output" is not too unsatisfactory, the "external output" attracts criticism, in the sense that education generally corresponds only somewhat remotely with the real needs of the individual or of society. Unemployment among qualified graduates, for instance, is a permanent reminder of the maladjustment - mutual maladjustment in fact - of the educational system and the economy. Here, again you may perhaps wish to consider, from your own educational standpoint, what measures might serve to adapt education more closely to the full employment of existing human resources for the purposes of development. It is true, of course, that such measures alone cannot solve the whole problem of employment since the economy is at least as much involved as education. Both need to be examined simultaneously and in relation to one another. Nor do I, personally, accept that education must necessarily stand trial and be judged by the economists and the politicians. It has just as much right from its own humanistic standpoint, to challenge the economic set-up as the latter has to pass judgement upon education from its utilitarian standpoint. It is nevertheless true - and this is all that concerns us here - that education must satisfy the real needs and match up to the real capacities of the particular society of which it is part.

There is, in addition, another shortcoming which there is some justification for regarding as even more fundamental. This is the difficulty which education is experiencing in virtually all countries in adapting to the rapid and profound changes in knowledge, in ideas and even in mores. However we may interpret it, the more or less world-wide rebellion of youth should be enough to warn us, if any warning were needed, that education needs to be re-examined from top to bottom, its organization as well as its content, its methods as well as its spirit.

The radical reform of education is so drastically urgent that it is now hardly anywhere possible to go on evading it. The mere fact that the urgency of the situation has been realized is already a sign of progress. We now now that the time for half-measures for comprises, and for merely papering over the cracks is past. We know that the solution will have to be all-embracing, that it will have to cover all forms of education and take into account all aspects of the situation, educational, financial, psycho-sociological and economic. This means that if the solution is to be effective, it will almost certainly involve agonizing changes in our most venerable institutions and our most cherished habits.

It is already possible to make out the sort of innovations which might decisively improve the output of education. These are, firstly, the more systematic use of the resources which modern technology places at our disposal, since the plain fact is that education, unlike medicine, has not yet had its technological revolution; secondly, the application of recommendations which educationlists have been making for some considerable time but which have, in the majority of cases, remained a dead letter - I am thinking in particular of what was known at the beginning of the century as the activity movement, that is to say the real participation of the child and a fortiori of the young man in his own education; next, the rigorous adaptation of curricula to the capacities and desires of pupils and students as well as to the country's situation and development needs; lastly, the broadening out of the strict framework of the school by the mobilization of all the educational media offered by society - and these are constantly increasing in number and variety.

None of this is new in theory but almost all of it is new in practice. One of the reasons for this is perhaps that each of the innovations to which I have referred has always been considered separately. Experience seems to show, in fact, that these innovations are only really effective in the context of a global renewal of the school environment.

There has been much discussion, for instance, as to whether greater use should be made of teaching by television but our first question should be into what context televised teaching would be required to fit. If the school community remains the same as it is at present, there are good reasons for thinking that television can neither take the place of the teacher, nor even help him or be a useful adjunct to him. The use of television, as of any other teaching machine, whether it be a computer or a book - that old device, capable of constant improvement and still underemployed - presupposes that the child is intellectually and psychologically capable of using the means placed at his disposal. It is difficult to see how this could be possible in the traditional setting of school life.

Going from the particular to the general, we may say that the class should cease to be a collection of individuals enclosed in uniform attitudes of receptivity and should become a community in which group self-instruction is accompanied by common practice in the exercise of responsibilities and freedoms. Technological progress is here inseparable from educational progress, which is at the same time social progress. Similarly, curricula need to be adapted to the real interests of the child and to be more closely related to the modern world. Finally, this revitalization of education will of necessity lead to a blurring of the distinction between school and what is not school, between study time and leisure time, between school age and not school age. In short, schools - and the university, of course, even more so - must be given an integral place in society and constitute the first stages in an individual and collective process of continuous, life-long education.

It is true that, childhood and youth being ages which need to be protected, the school and the university are, and must continue to be, privileged places. They are privileged in that they are conceived and conducted as places where truth reigns together with justice and friendship, so imperfectly practised in the adult world. But this most certainly does not mean that these institutions should be kept apart from society, for which it is precisely their duty to train the younger generations. Even if one wanted that, it would be impossible. Benefiting from all the facilities which the leisure civilization and the consumer economy offer them as their natural environment, and more especially from the great information media which reach everywhere, the young of today, whilst remaining on the fringes of adult society, establish, with an ease and precocity which are often disconcerting, direct communication with all aspects of that society. Their present revolt is due in part to the fact that this communication, whilst it has in general led to their losing their blind respect for the established order, has not led to active participation therein, which would enable them to express themselves in regard to it by reforming, or at any rate constructive, behaviour.

There is thus a society of young people, more ambiguous and unstable than ever, which is both separate, objectively and deliberately, from the adult society and in a permanent state of osmosis with it; which can assimilate anything, undertake anything and yet at the same time is thrust back into passive expectancy, often taking refuge in evasion or shutting itself up in rejection. We the elders - parents, teachers, governments - who have allowed it to form and develop alongside us, without always giving it the attention and care which was needed and for which perhaps it was waiting know little about it and here we are suddenly discovering it, sometimes with stupor. The first duty of the educator is, with the help of the sociologists, to set about studying this fascinating, and in many respects quite new, society which holds the future of our labours in its hands. It is on the foundations of that study that we must build the new school and university society which must be entirely committed to stimulating the individual and community activity of its members and systematically open to participation in real life, and whose creation must lead, not only to a modernization of technology, but even more to the needed regeneration of education.

Thus the innovations are mutually interacting: institutional and psychological, technical and social, they must be thought out and put into effect *globally*. And planning is precisely the art of tackling all difficulties together and of solving them one by one, instead of approaching them separately. But although it is relatively easy to picture the type of innovations which we need, it is much more difficult to carry them out. Since each of the innovations I have just mentioned, comes up, by itself, against so many different types of resistance, what chance is there of getting them accepted *en bloc*? Since even the smallest reform as you know, comes up against so much conservatism, prejudice and vested interests, is it not Utopian to try to push through such a total revolution?

Consideration of these psycho-sociological obstacles brings us to the heart of the problem. The planning of education is certainly a technique which must have its own specialists; but it is also of concern to all and there can be no hope of carrying it out successfully without the active co-operation of society as a whole. Most experts agree that the progress of education now demands radical changes. But, in any country, if the plan for educational reform is prepared in a vacuum by a group of a few specialists, however qualified they may be and however modern their methods, the plan will never be put into effect. It will come up against the inertia, or even the hostility of a society which, not having participated in its elaboration, will reject it as a living organism rejects a foreign body. Such a reaction is natural, I would even say that it is a healthy one. For it is impossible for a handful of technicians, whatever their intelligence, their good intentions, their intellectual honesty, to judge exactly the specific situation of a society, its possibilities, its needs and its aspirations. Planning - well-advised, effective planning - must be the resultant of the combined ideas and efforts of all those concerned.

In the case of education, who are the interested parties? It is not only the administrators, or even the teachers, it is just as much the taught, who also it has at last been recognized, have their word to say - a psychologically, if not always technically, very important word - and it is also the parents, the local communities, the professional and cultural groups, that is to say, in the end, the whole of society. This gives some idea of the magnitude of the task involved in organizing the participation of all.

To begin with, the various interested groups which I have just listed must understand the nature of the enterprise. No doubt they need not be acquainted with the techniques of manpower forecasting, projection, cost calculation, not to mention operational analysis of mathematical models, all of which are within the sphere of competence of the specialists in the planning body. But they must have general ideas on the problem as a whole in order to understand where and how the particular questions with which they are directly acquainted fit in. Those who have this minimum of general ideas to begin with are very few and far between. For that reason, any ministry of education worthy of the name must, in our day and age, establish a system of information so that the public in general and the teachers in particular may know what society is entitled to ask of education so that they are aware of the deficiencies in the existing educational system, have an idea of what innovations are possible, are conscious of the limitations in the resources, and consequently understand the need for making choices and establishing priorities. Information, of course, not propaganda. It is not a matter of having a ready-prepared plan accepted, but of presenting the problems.

This presentation of the problem is itself only the first step. After that the general public, and the purveyors and consumers of education in the first place, must move on to the stage of reflection and discussion. Participation is not a lesson given by the authorities to the population, still less the obeying of an order; it is a dialogue in which everyone tries to learn and to teach, in which all are searching together. No doubt some will seize the opportunity to try to impose their solutions. However, the less authoritarian the authorities have been, and the less the experts have pretended to know everything, explaining frankly instead their uncertainties, their difficulties and even their ignorance, the less that risk is likely to be. It is only human nature to dispute ready-made solutions; on the other hand, people are usually modest when the problems are placed honestly before them. The essential thing is to understand and to make others understand that nobody has a monopoly of the answers to the questions which arise and that all the good intentions, experience and knowledge of all are not too much to find the truth, or more simply the most reasonable of the possibilities.

Consultation, therefore, is not just a skilful manner of inducing producers and consumers to accept a plan prepared, without their participation, by the experts. It is an education of all, beginning with the technicians and the authorities. That educational planning once thought of as a highly specialized technique, must in fact start with an education of all, in which each is both teacher and taught - such is, believe, the essential lesson which the experience the last ten years has taught us.

Ladies and Gentlemen,

To conclude this address, I should like to outline the perspective in which your work must be set.

To begin with, I would recall that, in Geneva a few days ago, the Economic and Social Council unanimously recommended that the General Assembly of the United Nations should proclaim 1970 the International Year of Education. It is very probable that the General Conference of Unesco, whose opinion has been requested, will in turn make the same recommendation and that the General Assembly will therefore decide upon it at its next session. In addition, 1971 has been set as the opening year of the second United Nations Development Decade. The work already done gives ground for hoping that, as a result of the experience acquired, the second Decade will be prepared more rationally than the first and, in particular, that questions relating to the better use of human resources and especially to education, which is its very basis will be given the priority without which development is quite inconceivable.

Your Conference is therefore taking place at an important time. When formulating your recommendations and establishing objectives, you may perhaps wish to consider a time-table and a strategy which would use the International Year of Education to make the world's educational problems better known to a public opinion which is more sensitive to than informed about them and thus to prepare the ground for the action to be undertaken during the second Decade. In any case, it is in the context of that Decade that such measures as you may propose or suggest for that second stage of educational planning to which I referred at the beginning would naturally take their place.

The task awaiting you is thus a vital one. It affects all countries without exception, regardless of their stage of development. It is also of major concern to the international organizations and to Unesco in the first place, for we hope that your discussions will help to define better the way in which the community of nations can most usefully help, in the vital field of education, those of its members which are grappling with the problems of development. This will give you an idea of how grateful I am for your presence and your goodwill and how warmly I hope for and wish you success in your labours.

NEX IV

EXT OF THE CLOSING SPEECH OF MR. PREM KIRPAL, RESIDENT OF THE INTERNATIONAL CONFERENCE ON DUCATIONAL PLANNING

Paris, 14 August 1968

Distinguished Delegates,
Mr. Director-General,
Ladies and Gentlemen:

Our Conference comes to its close now and as your Chairman in whom you placed so much trust and confidence and who received from you so much kindness and consideration, may I say a few words at this occasion. For me, and I believe for all of us, this has been a truly memorable experience. A few days ago we met as a large group of delegates and participants with the stamps of our countries and organizations prominently displayed, and with a large number of documents to explain our agenda; we part today as friends and comrades who have learnt to know and appreciate each other and who carry back with them not only pleasant memories of friendly meetings, but also a new outlook and a new determination about our responsibilities as educational planners and administrators. My colleagues have already referred to the spirit of the conference, a spirit of friendship and amity, of great earnestness and an overriding sense of purpose. Considering the complexities of the problems we discussed, the deliberations of the conference and its working groups and committees were an intellectual exercise of the highest order and we all feel stimulated and inspired by the discussions and encounters. This in itself is a great gain.

And now where do we go from here? He who looks into the future can gaze through a crystal and see the shape of things to come, or indulge in projections of the intellect or see with the eye of faith far into the flux of experience. In my country we use all these possibilities and sometimes even run into the future to escape the present. To me the near future of interest and relevance today is the Second Development Decade starting in 1971, and to be heralded by the International Education Year in 1970. What does that signify?

It seems to me that the Second Development Decade will be concerned with the development of all mankind, with all of us of different continents and colours and from a large diversity of cultures, striving together to develop the quality of life from our own particular situations and in the ways and means emanating from our own societies. This quest for quality will be universal and it will require the triumph of love over hate and fear, of reason over prejudice. This difficult transformation of the near future will require an educational revolution, based on the concepts, ideas and methodology reflected so clearly in the report and resolutions we have adopted today.

The educational revolution of the Second Development Decade will transform the concept of education into a life-long, integrated and dynamic experience, catering to the needs of the individual as a citizen, as a worker and as a human person, seeking freedom and truth and all the possibilities of transcendence and creation inside his own person and also in the outer environment. The idealistic youth is already groping to this new concept of education and the planner who must be necessarily concerned with the future cannot afford to overlook these signs and aspirations. The educational revolution calls for the transformation of educational planning and I believe our work in this conference advances in this direction.

Education must contribute to national development and to the transformation of society. These aspects we have considered during the last few days and with these we are deeply concerned in our local and national situations. I shall not now touch upon these; but I wish to say a few words about educational planning and international cooperation, which is an important concern of this conference.

Planning is necessarily restricted to a given situation, limited in time and space, emanating from the heritage of a particular past into a present that is different in range and scope and pointing to the new horizons of the future. While an educational system is rooted in the cultural traditions of its past, the planners of today must take into account the conditions and needs of contemporary society, along with the requirements of a rapid process of change into the future. The future points to the emergence of a world society concerned with the state of all mankind sustained by the human values that transcend the geographical, national, religious, ideological and racial barriers. Science and technology as well as the universal values derived from the humanities point unmistakably to the attainment of such a future within a relatively short span of time. The educational planner cannot afford to overlook these trends and portents to which education has to make a significant contribution. The rapidity of this transformation and the nature and scale of the new horizons introduce an important dimension into the task of educational planning. Much of the discontent of the youth today is rooted in our failure to take into account the building of a new society conforming to the hopes and aspirations of the young people whose concerns will be universal rather than parochial. The vision of the future which pulsates the youth needs to be reflected in the content and methodology of education.

It is evident that international co-operation in the field of educational planning can be directed both to the process of planning and to the practical measures for its implementation. Each sovereign nation, responsible for its own system of national education, must make its own decisions in these matters and its own forces of enlightenment and dynamism will finally determine the quality and effectiveness of educational plans. These forces can, however, be immensely strengthened by the stimulus and assistance provided from outside if such influence and aid are given in a spirit of mutuality from which both the givers and the recipients of aid gain in knowledge, experience and action. Such a process of mutual and meaningful co-operation is specially applicable to education and is distinguished from economic aid provided by the rich to the poor in the form of material resources and technical know-how. Pursued in this spirit of mutuality, educational co-operation can help to generate the conditions and climate for promoting the task of development which has languished tragically during the first Development Decade, and may meet the same fate in the future unless sufficient moral and spiritual forces are brought into play to rouse the conscience of mankind. Education can and should make development a common endeavour and a wonderful adventure for all mankind instead of the present rather limited process of giving and receiving aid for development. The global strategy of development promoted by the United Nations, should recognize the distinction between educational co-operation and economic aid and the ways and means by which education can enrich international co-operation thus transforming the nature and scope of the entire process of development. This possibility confers a special rôle on Unesco and also poses a great challenge.

To meet this great challenge, many programmes of international co-operation, some of which have been identified by the Conference, could be launched, sponsored or promoted by Unesco:

We can strengthen international co-operation in the field of educational planning by providing top specialists at the regional and national levels and ensuring that they are utilized more effectively. Greater continuity and involvement of these top experts in the specific situations of development can be achieved by improving upon present procedures and practices. More research and studies are needed everywhere. Numerous case studies have to be launched to gain new knowledge in several crucial areas. Greater resources, both intellectual and material, should be directed to these tasks and more use made of these studies in actual planning.

Each country requires its own top level specialists and administrators for the better planning and implementation of educational plans. International action should aim at the training of such key personnel through programmes of study and seminars at appropriate centres, and the more liberal granting of fellowships.

Departments of comparative education need to be strengthened everywhere and educational leaders from the developing countries should be increasingly associated with the work of such centres and departments.

International meetings of youth leaders and university students to discuss educational problems should be sponsored and encouraged, and the views and aspirations of young people should be sufficiently reflected in the process of educational planning.

International co-operation is necessary and particularly effective in making qualitative improvements. Special study and full use must be made of educational innovations. Unesco should promote better dissemination of information in this field and organize this effectively through coordination, clearing-house operations and publications.

Unesco could also project widely information about the problems of educational planning and its importance in furthering the tasks of development at the international, regional and national levels, using all the media and possibilities at its disposal.

As a follow-up of this Conference and of other similar international and regional meetings in the field of educational planning, Unesco may consider the establishment on a continuing basis of an appropriate body of creative thinkers to reflect on educational problems, to review the working of important projects and to advise it and its Member States on important aspects of educational planning.

Above all, everything should be done to reduce the wide gap between plans and their implementation. For this purpose, the most important and urgent problem is that of finding greater financial resources for reducing this gap, especially in the developing countries. Affluent countries should increase their aid substantially and Unesco should mobilize all resources and exploit new possibilities.

These are merely illustrations of some of the things Unesco could attempt in the near future to prepare for the Second Development Decade of the Seventies.

It is my pleasant duty to thank the Director-General of Unesco for his brilliant opening address and the Deputy Director-General, Dr. Adiseshiah, who has guided our work so well during the last few days, the Assistant Director-General of Education and other members of the Secretariat of Unesco and of the International Institute of Educational Planning. I am very grateful to my distinguished colleagues, the four Vice-Presidents, Leaders of the Delegations of Mali, USSR, U. S. A. and U. K. and our very able Rapporteur-General, the distinguished leader of the Delegation of Spain. I also thank the delegates of Mali, Sweden, Hungary, Argentina, Iraq, Iran and Canada who have just addressed the conference at the closing session. I thank all the delegates and participants of the Conference, including the representatives of the United Nations and the various United Nations Agencies and a number of international non-governmental organizations. We are particularly indebted to the staff of the Conference, specially the interpreters and those who looked after the publications and documentation services and the general organization of our work. They have indeed worked hard for long hours and their assistance has been of great value to all of us.

Last, but by no means least, I must thank the host country, the great and immortal Republic of France, the cradle of so much of abiding value in the culture of humanity. We are grateful to the French National Commission for organizing a fascinating excursion into the art and history of Paris, a city of light and joy even when the sun is reluctant to shine in the atmosphere.

Mr. President and Friends,

The Task

We have now come to the closing moments of this first International Intergovernmental Conference on Educational Planning. We met as a conference to discharge a double task - of evaluation and prospection of a new element which has entered (the post World War II) human history, namely educational planning. We have taken stock of this element in terms of experience, an experience in which Unesco carries a great responsibility for what it has initiated and pursued during the current decade - a decade marked by the drama of underdevelopment. We have attempted to prospect into the future in order to see how this new element can be transformed into an accepted and acceptable fact within the new development dimensions of the next decade.

The Conference Mix

This conference of ours, which met to discharge this function that we set and defined, constituted a unique and unusual mix. We were simultaneously governments having the onerous responsibility of preserving and developing our systems of education and experts who could ask such basic questions as whether educational planning was indeed necessary for educational progress. We were at the same time governments, looking at our educational tasks for today and intergovernmental and non-governmental representatives entering on an equal footing into the dialogue to determine the tasks for tomorrow. We were educators imbued with a sense of its high calling and spiritual vocation, as well as economists, financiers and administrators who had to weigh every suggestion in terms of its cost effectiveness and practical feasibility. We were from rich societies facing the challenging tasks imposed by affluence and poor societies with equally urgent but primordial tasks. We were from socialist countries where planning is built in as a way of life, and non-socialist countries where planning as a function emerges through a process of discussion and definition. We were from countries with centralized education structures and from countries where the educational plan is conceived and supervised by the local community and sometimes by the individual school or college.

This kind of many-sided diversity, this wide-ranging variety, which may well be the spice of life, is of course the daily fare of the educator-economist. It is the hallmark of his profession and the badge identifying his practice. Only this morning I read through Benjamin Higgins' Review of Libyan Economic Development which he concludes with the words: "Indeed, if any of the maxims of the development planner is sustained by the Libyan experience it is, 'when in doubt, educate'". Three months ago, however, I was in Washington, listening to another of our tribe, Roberto Campos, who after a masterly analysis of Latin American development, or maldevelopment as he termed it, concluded: "what we need in this area is not more education but better education". Could there be a more illuminating parable of our mix as governments and experts than a Canadian economist advocating more education and a Brazilian one pushing better education? Have we noted our steadfast refusal as a conference to fall into the easy temptation of dividing along familiar lines of governments and academics, of developed and underdeveloped, of centrally planned and market economies, of centralized and decentralized systems? If we have once for all eschewed the position that educational planning is for poor societies, for socialist economies, and for centralized structures, it is because at this conference we have gone through a hard but essential process of hearing the call for educational planning as a condition for development coming from Norway and Somalia, the cost of creating a new class of planners raised by the United States and Liberia, the urgencies for more and better manpower budgeting being underlined by the USSR and India, the training content for educational planners being set forth by France and Poland, the infrastructure for innovation detailed by the Netherlands, Belgium, Romania and the Ivory Coast, and so on. And so everything that we have decided to say as a conference we have said in such a way that all of us - may I say? - each of us, could go along with it.

The result

In having discharged the double task of evaluation and prospection which we set ourselves with this composite mix, I believe that each of us will be taking back primarily two personal experiences. The first is one of intellectual humility and spiritual modesty induced both by the magnitude of our problems and the wide-ranging and sometimes irreconcilable variety which we collectively represent. This modesty and humility will be a constant reminder against dogma, doctrine and obiter dicta which the conference has eschewed and which its subject matter resolutely opposes. The second experience which we will take away with us is the friendships we have made with one another, the lessons we learned from each other and that abiding quality of all spiritual encounters, courage, which is the basis for resolute action.

The report we have adopted, the resolutions which we have forged out of the 43 drafts proposed by 62 delegations, the world development background against which we are meeting, so vividly portrayed for us by the Chairman of the United Nations Committee on Development Planning and the statements we have just heard of what the conference could mean to the seven areas of our world community, all lead me to highlight, at this closing moment, the four major ideas with which we will be returning from this rendezvous: a concept of development; a strategy for educational progress; a guideline to educational planning; a lesson for Unesco, the United Nations family and Member States.

A concept of development

First a concept of development has evolved through our discussions. You have suggested to yourselves and all concerned that it should be incorporated in the Second United Nations Development Decade.

Development is global, that is to say it is simultaneously world wide, all-embracing and adaptable to each individual society.

Such development must be economic by increasing the gross national product, raising the per capita income, augmenting the rate of savings and expanding trade between nations, particularly the terms and share of the trade of the developing nations.

Development must be social in improving levels of living, promoting social change and mobility and equitable social institutions and meeting problems of technological obsolescence and growing social wastes.

Development must be cultural, both in enabling each individual to participate in the cultural life of the community and making our coming societ of leisure a community of cultural fulfilment and expression.

Development must be moral in pushing further forward the application of the frontiers of human rights, in expanding the universal solidarity and understanding between men and nations and reversing the seemingly irreversible path to war into and orienting towards the direction of peace.

Finally, development must be human based on the doctrine of Man, Man who is the beginning and end, the objective and finality of all development.

A strategy for education

Second we have begun the task of elaborating a strategy for educational progress - a strategy which will be further debated and reflected upon in 1970 the International Educational Year, which will be proclaimed next month and which will be incorporated into the strategy of the Second Development Decade. The outline of such an educational strategy has begun to emerge from our deliberations.

Education must be conceived in its widest sense as embodied in the framework of what we have come to call life-long integrated education which comprises school education, adult education and the skill building processes which take place throughout the community, in the public and private sectors and outside the school system.

Education so conceived must be integrated with and contributed to development, whose global conception we have also agreed upon.

Education must be integrated with and contribute to economic development. On the point of integration, the United Nations will be establishing the overall rate or rates of growth for the Second Development Decade on the basis of various indices - GNP, per capita income, or others from which the sectoral rates of growth for agriculture, industry, trade and the services will be derived. The education growth rate in line with our concept of education, will be derived not only from the system's own internal consistency and coherence criteria but in relation to the corollary needs of the sectoral rates of growth. On the contribution of education to economic development, our reaffirmation and re-emphasis of the concept of the development of human resources is crucial.

Education must become more than it has to date, both the reflection and the active agent of change, pushing and promoting essential or desirable changes in man and society and denying the undesirable ones.

Education must increasingly be centred in innovations, ranging from renovated systems of teacher training to the use of space satellites.

Education must be democratized in structures, ontent and methods and transform into active gents and creative participants those who have argely been its recipient and spectators, youth and students, women and the rural masses.

ducation must be conceived in long-term perspectives, in even longer terms that we are normally used to, in order that full account may be taken of the past and current demographic trends.

Finally, education has a special vocation in the arena of international co-operation. I believe here that the words of our President in the statement he submitted to the conference will long linger in our minds: "Pursued in the spirit of mutuality, educational co-operation can help to generate the conditions and climate for promoting the task of development which has languished tragically during the First Development Decade, and may meet the same fate in the future unless sufficient moral and spiritual forces are brought into play to rouse the conscience of mankind. Education can and should make development a common endeavour and a wonderful adventure for all mankind instead of the present rather sordid and limited character of giving and receiving aid for development. The global strategy of development promoted by the United Nations, should recognize the distinction between educational co-operation and economic aid and the ways and means by which the former can enrich the latter, thus transforming the nature and scope of the entire process of development".

A guideline to educational planning

The third major idea emerging from our work has been set forth in the resolutions that we have adopted on guidelines to educational planning which is a process involving the whole of society.

Planning of education must be specific with regard to the school system and comprehensive to cover all aspects of life-long education.

Planning of education must continue the irreversible expansion of the educational process so that it embraces all sectors of society and all age groups, but must more specifically develop tools and techniques for the definition and evaluation of the reform of content, methods and structures.

Planning of education must have its trained personnel and also provide for a system of involvement and consultation over the entire area of human life over which it ranges.

Planning of education is conditioned by financial resources and embraces knowledge of the costing and financing of education on which so little is known and so much urgently needs to be done.

Finally, planning of education must develop, within the framework of the global concept of development and the strategy for education, those improved quantitative and new qualitative indices which we have agreed upon for the Second Development Decade.

A lesson to Unesco

Lastly, we carry back with us a whole textbook of lessons for action by Unesco and the United Nations family, the intergovernmental and non-governmental bodies involved in education and Member States. These lessons, incorporated in resolutions that have been adopted, are centred very largely on a series of investigations and studies. It is our general feeling that the usual sharp distinction between research and action, between investigation and solution, will not apply to these recommendations which we have addressed to ourselves. We in Unesco, in the United Nations family, in the intergovernmental and non-governmental bodies and the Member States need today and tomorrow:

Methodologies for incorporating educational plans in overall development plans.

Typologies arising from comparable statistics and indicators of growth and change.

Innovations that need definition qualitatively and evaluation in terms of cost effectiveness.

Training programmes for educational planners, administrators and the entire range of those involved both in terms of programmes and institutional arrangements.

Tools on costs and finances with the objective of reducing costs whether it be student unit costs, costs per graduate or the building costs, the drawing up of a measuring rod for comparing costs in different institutions or different processes as between different countries.

It will be the task of Unesco, aided by all of us gathered here, to ponder carefully over your wide-ranging recommendations and help the Member States and the United Nations family in forging a charter of reflection and short-term and long-term action as the only tribute worthy of the Conference. It is in that spirit that I express on behalf of the Director-General and the Secretariat our deep debt of gratitude to you, the delegations of Member States and our colleagues from the United Nations family and intergovernmental and non-governmental bodies who have toiled as a single unified group during the week, to the President of the Conference and the Vice-Presidents and the Chairmen and rapporteurs of the working groups who have helped in all their humility, modesty and clarity to bring us to this point of decision and to the Rapporteur-General who acted as our brains trust in expressing so clearly and forthrightly this vast composite mass of thoughts, needs, aspirations and decisions.

Mr. President and Friends - together, we will move forward.